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Harvard's Administrative Career Program faced the growing problem of Negro enrollment in the public schools. Noting the frequency and intensity with which the problem was arising at the national level, a group of lawyers and educators convened to work out the legal aspects of school integration.

Funds from the Ford Foundation initiated the Englewood Program, a comprehensive study which focused on the issues of race and public education in the community. Also initiated was the Hartford Study, which focused on organizing the city's basic education policies in hopes of giving education the greatest possible influence on the quality of leadership and life in the city. Reports on field work, presently incomplete, will be published at intervals. Conclusions thus far reached show that information about the effects of segregation and integration are unknown, and that uninterrupted, quiet times are needed to speculate and research the issue.

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The Educational Leadership of Principals

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The Educational Leadership of Principals:

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Myths and Realities

Neal Gross and Robert E. Herriott

As part of the National Principalship Study, supported by the U.S. Office of Education, Professors Gross and Herriott conducted a nation-wide investigation of the leadership of elementary school principals. Their findings raise serious questions about many current assumptions on which the training and selection of administrators are based. This article is adapted from the final chapter of a book, Staff Leadership in Public Schools, *scheduled for publication this summer by John Wiley & Sons (all rights reserved). Mr. Gross is Professor of Education and Sociology at Harvard and Director of the National Principalship Study. Mr. Herriott, who was a research associate in the study, was formerly an assistant professor of education at Harvard. He is now Associate Professor of Sociology and Research Associate in the Institute of Human Learning at The Florida State University.*

Bennett O. Stalvey

The object of our study has been to explore the determinants and effects on schools of the Executive Professional Leadership (EPL) of elementary school principals in the hope of shedding light on practical problems of public education and also on sociological issues about leadership in professionally staffed organizations. We present here some of our major conclusions in terms of what they may imply for the administration of public schools.

The 175 elementary school principals participating in this part of the National Principalship Study were part of a national sample of all school principals in U.S. cities with 50,000 or more population during the 1960-61 school year. The central concept of this research, Executive Professional Leadership, was defined as the efforts of an executive of a professionally staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance. The reports of a sample of teachers in each school to a series of questions about their principal's leadership efforts, summarized through a scaling procedure, the H-technique of Guttman scaling, were averaged to measure the principal's Executive Professional Leadership.

Effects of EPL

To find the effects of the professional leadership of principals on their organizations, we examined the relationship between their EPL and three characteristics of schools that are widely accepted as criteria for assessing their effectiveness: staff morale, the professional performance of teachers, and the pupils' learning. We found positive relationships between EPL and each of these three dimensions. What implication is there here for public education?

Our findings bear upon a basic controversy over the role of school principals. For years they have been exhorted by their state and national associations and their superiors to make the most of their positions; but recently the leadership conception of their role has been challenged as unrealistic and inappropriate.[1] Principals, say the critics, should not engage in efforts to influence teachers' performance but simply should provide routine administrative services; otherwise school administrators invade the teachers' professional autonomy.

Our findings have some bearing on the problem of the respective rights and obligations of principals and teachers. If there is no basis in fact for the widely held assumption that administrators who provide a high degree of professional leadership will have schools that are more "productive" and staffs that enjoy higher morale, it would be a telling argument for abandoning the conception of the principal as one who plays a leadership role. But if there is empirical support for this common assumption, then to confine the principal to routine administrative tasks would be to eliminate a force conducive to improved teaching and learning. The positive relationship between EPL and the teachers' morale, their professional performance, and the pupils' learning justifies the staff influence conception of the principalship and strategies to increase his professional leadership. The findings, in short, offer empirical support for a leadership conception of the principal's role and they undermine a major argument for abandoning it.

Determinants of Professional Leadership

The second objective of our study was to isolate determinants of the elementary school principals' professional leadership. What do our findings suggest in the way of strategies to exploit this professional leadership to the full? In answering this question we shall consider three issues: increasing the EPL of principals currently in the schools, the selection of new principals, and their preparation.

Increasing the Principals' Professional Leadership

Our findings provided support for the hypothesis that the stronger the professional leadership offered by the principal's immediate superior, the greater his own EPL. Approximately one out of every four principals reported that their superiors infrequently helped them to understand the sources of their important problems or made principals' meetings a valuable educational activity. A similar proportion described their superiors as not usually taking a strong interest in their professional development. And it was these principals who on the average had the lowest EPL scores. These and related findings strongly suggest that higher administrators would be well advised to examine critically how their own performance may be influencing the EPL of their principals and to consider the possibility that any strategy to upgrade the principal's EPL may call for changes in their own performance. Thus the search for ways to provide greater professional leadership in schools may have to be focused on higher administrators as well as on their subordinates.

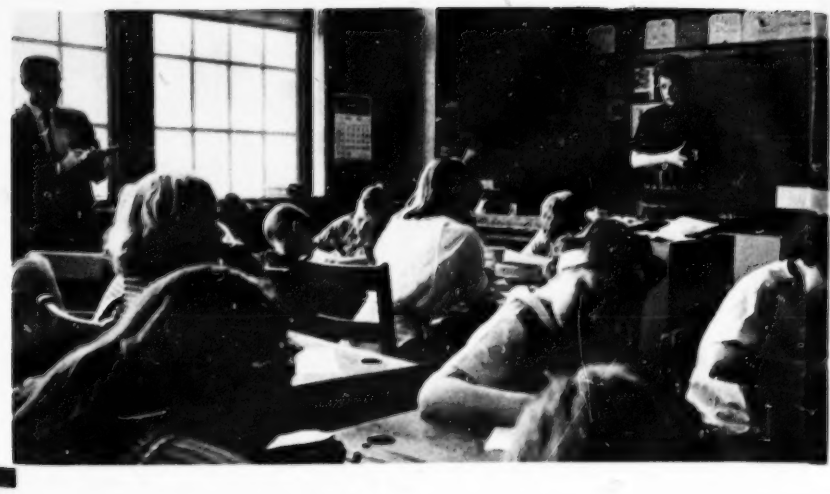
The central administrators may need to engage outside help in taking stock of their own performance. To obtain a complete picture of the top administrators requires an assessment by their subordinates, who may understandably be reluctant to speak candidly about their superiors unless their opinions remain confidential and anonymous. Nearly all large city school systems have access to nearby institutions of higher education where objective studies of this type could be undertaken. Not only would such surveys be of value to the school systems but the research data could be used in improving the professional curriculum for educational administrators in the colleges and universities.

We also found that principals who participated in the evaluation of applicants

[1] See, for example, Myron Lieberman, *Education as a Profession* (Englewood Cliffs: Prentice-Hall, Inc., 1956), Chapter XV; or Arthur B. Mochlman, *Schooi Administration: Its Development, Principles and Function in the United States* (Boston: Houghton-Mifflin Company, 1951), pp. 274-275.

for positions as teachers in their schools demonstrated a considerably higher degree of professional leadership than those who did not. But nearly half of the elementary principals declared that they were not allowed to assess applicants. If principals must work with newly appointed teachers whose educational beliefs are contrary to their own, or those of others on the staff, or whose personal characteristics hamper cooperation, strain and tension may ensue between principals and teachers, which may erode the principals' professional leadership. In addition, principals may readily interpret the failure of higher administrators to involve them in selecting teachers for their own schools as lack of confidence and respect for their judgment, a condition that may, in turn, undermine their confidence in their own abilities. Our data suggest that the higher administrators of school systems need to give attention to how they go about assigning teachers to schools.

Another idea of possible significance that emerges from our findings is that principals whose administrative superiors strongly endorsed their efforts to improve teaching methods exerted greater EPL than those whose superiors did not. If, as we have maintained, the principals' attempts to give professional leadership to their staffs are often threatened with obstruction, they should be strongly supported and rewarded by their superiors in their efforts to improve the performance of their staffs. One incentive that could be utilized is for school systems to confer public recognition on principals who display outstanding EPL. Another is to give them greater financial rewards. That school systems do not make use of the financial incentive is indicated by our finding that there is little difference in the salaries paid to principals who displayed the highest and the lowest EPL. Those in the higher administration of school systems should remember that the conduct of the adult personnel of the schools, as well as that of pupils, can be influenced by the system of incentives to which they have access.



Our findings about the relationship between the size of the student body and EPL also may have important educational implications; we learned that the smaller the school enrollment, the greater the principal's EPL. School superintendents may find it worthwhile to explore what steps can be taken to limit the size of elementary schools and to increase the EPL of principals in large ones. In addition, the results of studies designed to uncover the characteristics of principals who offer the greatest and least EPL in schools with large enrollments might be of great assistance in the selection of principals for such schools.

We found, too, that whereas the professional leadership and social support given the principal by his immediate superior were positively associated with EPL, this did not hold true of the superintendent. In other words, the officials who have the closest and most frequent contact with principals exert the greatest influence on their leadership. But these findings raise questions as to whether superintendents who themselves display EPL and who support their principals, but whose district or assistant superintendents do not do likewise, can appreciably promote the professional leadership of elementary school administrators. Additional research is needed before one can say whether the more effective use of the superintendent's energies would be to increase his efforts to influence the EPL of his principals or of his immediate administrative subordinates.

If our interpretations of the influence of the higher administration on EPL are reasonable, they suggest the crucial importance of the "middle management" of large school systems, namely, the sector of the educational hierarchy that operates between school superintendent and principal and includes such officials as deputy, associate, assistant, and district superintendent. Largely ignored in studies of educational administration, their impact on the operation of schools has also too frequently been overlooked by school boards and their superintendents. Yet these are the officials responsible for the overall management of vital *sectors* or *functions* of school systems. They also serve as links between the highest and lowest levels of management in public education, since their performance determines whether the lines of communication between superintendent and principals are open or blocked and whether superintendents and principals are aware of each other's problems and understand each other's intentions and those of the teachers. Those in middle management also are charged with implementing policies and programs of the school board and of the superintendent. Further exploration into this element in the bureaucracy should improve the operation of school systems and add to our knowledge of their structure and functioning.

We found further that principals who had the greatest amount of formal education did not provide the greatest professional leadership to their teachers. The *trend* in all three tests of the relationship between formal educational preparation and EPL was, in fact, negative. To school systems that rely almost completely on institutions of higher learning to prepare individuals for the principalship, this should suggest that they reconsider the practice; if the colleges and universities are not equal to the task, school systems may need to play a more important part in preparing principals for professional leadership. Many of the school systems we studied provided orientation programs for new teachers but few offered them to new principals; this was true, too, of their workshops. Thus we are forced to conclude that many school systems may need to revise their orientation to executive training and development. Instead of viewing it as primarily the responsibility of colleges and universities, they may find it profitable, as do many large business establishments, to assume considerable responsibility them-

selves for training and development of executive personnel. Hard thinking should also be directed to the question: should the institutions of higher learning and the school systems between them undertake the preparation of school administrators? And if so, what responsibilities should be assigned to each?

Until now we have focused mainly on the possible meaning of our study for the higher administration of school systems. What are its implications for principals striving to give greater professional leadership to their teachers?

We discovered a number of conditions that may stand in the way of a principal's serving as the leader of his professional staff, one being his unwillingness to allow teachers to participate in decisions about central school issues. A second condition may be his stress on distinctions of status, that is, on his bureaucratic relationship to teachers. A third may be his unwillingness or inability to offer them social support. A fourth may be a lack of the managerial support they expect from him, and a fifth may be his failure to stand behind his teachers when their authority over pupils is questioned. To the extent that these circumstances enter into the relationships of principals to their teachers, their professional leadership suffers attrition. Awareness of these correlations will be of great value if it directs the principals' attention to elements in their behavior that can influence their EPL.

Many principals as well as their administrative superiors should ponder our data on the association between experience in the principalship and EPL. The basic trend of the data in all three tests of this relationship was negative. Contrary to assumptions common in educational circles, the more experienced principals, as a rule, do not outdo their less experienced colleagues in EPL. This indicates that younger principals may be more qualified in certain respects to advise their older colleagues than vice versa; and also suggests that many experienced principals might profitably cast a critical eye upon their own performance.

One of our predictions was that principals who take seriously the professional leadership definition of their role would have higher EPL. We also predicted a negative relationship between the importance they attribute to their managerial tasks and EPL. These general conceptions of role did indeed tend to be related to EPL as predicted, to a point. However, they also revealed that in those principals who internalized the professional conception of their role to an extreme degree, EPL regressed, and that placing too little emphasis on their routine administrative tasks had a similar effect. Thus principals must be on guard equally against overstressing the professional conception of their role and undervaluing their purely managerial obligations.

Selection of Principals

Most school systems seek principals who will offer strong professional leadership to their staffs, and hence a number of our findings bear on issues that arise in the process of selecting principals. How much weight should be given to the educational experience of candidates? What type and what amount of previous teaching experience in elementary schools should the candidates have who are being considered for the principalship? Should those who have had the most elementary teaching experience be given preference? Should teachers who have spent a longer time in the classroom, regardless of school level, be given priority? We found that neither type nor length of previous teaching experience discriminated among principals as to their EPL. School systems operating on the assumption that these characteristics should receive weight in the selection of principals need to reexamine the criteria of selection they set up.

What about previous administrative experience? Should school systems, in their search for principals who will provide a

Neal Gross

high degree of EPL, give weight to experience as assistant or vice principal? Our findings indicate that they should not: there was no relationship between previous administrative experience of this sort and EPL. It follows that school systems should question the value of such experience as an apprenticeship for the principalship. Parenthetically, it deserves mention that in the course of our research we became aware of how little is known about these school functionaries and the apparently ambiguous nature of their functions.

What weight should be given the formal education of candidates for the principalship? As noted earlier, we found that one of the three measures of educational preparation that we examined (graduate courses in educational administration) was negatively related to EPL and that the trend of the relationship between two other indices (undergraduate and graduate courses in education) and EPL was also negative. Our findings make it clear that giving weight to the *quantitative* aspects of formal training does not lead to wise selection.

What about age as a basis for selecting principals? Our data show that those appointed to their first principalship at the relatively late age of 45 years or older exerted the weakest professional leadership, while those appointed between the ages of 36 and 40 exhibited the strongest. The mean EPL score of the last group, however, was only slightly higher than that of principals who had obtained their administrative positions when they were 30 or younger. Thus appointing teachers who are beyond the age of 45 to elementary principalships may be a questionable practice, and to discriminate against young teachers who seek to become principals has little justification, in the light of expectations for their EPL.

What about the employment of men and women as elementary school principals? And should marital status be taken into account? Since our findings revealed no relationship between sex or marital condition and EPL, we conclude that both deserve little or no consideration.

Our findings did reveal four personal characteristics that may have some predictive value in selecting principals who promise a high degree of professional leadership: a high level of academic achievement in college, a high degree of interpersonal skills, the motive of service, and the commitment of off-duty time to one's job.

To sum up these implications of our study: if Executive Professional Leadership is to be the criterion, many school systems are selecting principals on grounds that appear to have little empirical justification: type or amount of teaching experience, experience as an assistant or vice principal, number of undergraduate and graduate courses in education, number of graduate courses in educational administration, sex, and marital status. On the other hand, characteristics that should be preferred in appointing the elementary principals are: a high level of academic performance in college, a high order of interpersonal skill, the motive of service, the willingness to commit off-duty time to his work, and relatively little seniority as teachers.

Preparation for the Principalship

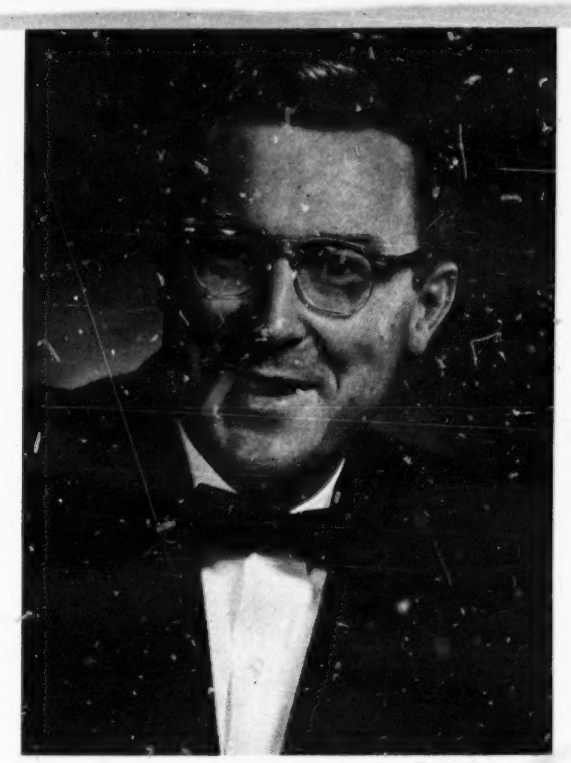
As a way to upgrade professional leadership, individuals preparing to become principals need to be imbued with the skills, abilities, and attitudes that will equip them to give EPL to their faculties. What does our research suggest about ways to improve programs in educational administration at institutions of higher learning?

Before considering this question, it is relevant to ask what our data reveal about the adequacy of existing programs for training school administrators. The most pertinent findings are those on the relationship between amount of formal education and EPL. When, as we have already noted, we related their total number of semester hours in graduate courses in education and in educational administration to the principals' EPL, we found that in both cases those who had taken the most courses tended to exhibit the least EPL. We must be cautious, however, in interpreting these findings as an indictment of current training programs. In the first place, many of the principals in our study took their graduate training a number of years ago; second, the findings may simply reflect the possibility that the less able take more courses and profit less from them!

However, the likelihood that courses in educational administration may be unrealistic and obsolete is pointed out in a recent yearbook of the American Association of School Administrators. Such courses were criticized as "bookish to the ultimate," mediocre, conveying an unrealistic view of the work of school administrators, preventing the students' exposure to other disciplines and, finally, as failing to use the schools as clinical facilities for the introduction of more effective teaching methods.[2]

The attention given in recent years by certain departments and schools of education to the strengthening of their pro-

[2] American Association of School Administrators, *Professional Administrators for America's Schools*, Thirty-eighth Yearbook (Washington: American Association of School Administrators, 1960), pp. 83-84.



Robert E. Herriott

grams for school administrators points to the fact that the institutions of higher learning, too, are concerned over the quality of training.[3] How does our research bear upon efforts to upgrade programs for the preparation of principals? We shall consider four implications of our findings.

One possible implication of our study involves the premise of a two-phase process in the preparation of educational administrators—the preparatory phase of formal training, and the succeeding period when individuals confront the complex realities of the organizations in which they are working. Because educational institutions usually have only limited knowledge themselves about organizational life, the preparatory phase exposes their students to only a few of the hard realities that will later confront them. And since they have only a limited time for imparting knowledge, skills, and standards, what they teach is of necessity often idealized and very general in nature.

This distinction, if it is reasonable, raises an important question concerning the limits of responsibility of training institutions. Perhaps some are attempting to accomplish too much, undertaking many tasks that more properly could be handled by the employing school systems when their former students at last face the realities of a specific orgainzation. Thus, we come again to an issue considered earlier: the division of labor between the institutions of higher learning and school systems, but this time from the prespective of the universities. Perhaps it is time that both interested parties collaborate to define and develop coordinated programs of instruction and supervision of administrative personnel.

Second, the disparity between preparation and the organizational reality suggests that training institutions have the opportunity, and even the responsibility, to be of service to principals later on. Extremely useful to principals who have had one or two years on the job may be special summer programs at the universities where novice principals could explore ways of dealing with the facts of organizational life that they are facing in their schools. Their own involvement and the opportunity to consider their problems in an academic setting and a relaxed manner might make the university work an extremely worthwhile experience. Similarly, the larger school systems and the universities may find it mutually advantageous to develop internships for prospective elementary principals, jointly supervised by personnel from the school system and institutions of higher learning. Such a training procedure would provide an opportunity for students to develop a realistic understanding of the obstacles to professional leadership as well as strategies to overcome them. It would also provide school officials with an opportunity to assess prospective candidates for the principalship under "on-the-job" conditions.

Third, our finding that academic performance in college was positively related to EPL suggests that in recruiting students to graduate training in educational administration, colleges and universities need to give more serious consideration than many of them have to the candidate's undergraduate record. Interpersonal skills, too, being correlated positively with EPL, need to be thoroughly explored in securing and screening applicants for these programs.

Finally, our research strategy itself points to elements that may deserve incorporation in preparation programs. For instance, we asked first whether EPL had any significant impact on the operation of schools. We also focused our attention on the school as a social system in isolating internal social forces blocking or facilitating the principal as a leader. Then we recognized schools as units of larger organizational structures, school systems—a perspective which might shed light on the principal's performance. And, finally, we focused on personal characteristics and on social relationships as determinants of the leader's performance.

Programs designed to prepare school administrators need constantly to stress the fact that the principal is there to accomplish organizational goals and, therefore, his performance should be assessed on this criterion. The principal's role and performance need to be examined in the context of the social system in which he works to arrive at an understanding of the influence of social forces and pressures. A training program also needs to draw attention to forces external to the school that have a bearing on its operation, and should alert students to the way their own personal characteristics and social relationships can influence their performance as leaders.

[3] For evidence of the importance assigned to improving programs in the preparation of school administrators by the University Council for Educational Administration and the American Association of School Administrators, see: Jack Culbertson and Stephen Hencley (Editors), *Preparing Administrators: New Perspectives* (Columbus: University Council for Educational Administration, 1962); and *Inservice Education for School Administration* (Washington: American Association of School Administrators, 1963).

For the efforts of the W. K. Kellogg Foundation to upgrade preparation programs, see *Toward Improved School Administration: A Decade of Professional Effort to Heighten Administrative Understanding and Skills* (Battle Creek: The W. K. Kellogg Foundation, 1961).

DE FACTO SEGREGATION--GENERAL

ED001965

Racial Imbalance and Educational Planning

Vincent F. Conroy

To anyone interested in school administration and educational policy formulation, the problem of school segregation and of racial imbalance in schools forms perhaps the most serious single dilemma in American public schools. To our discredit, no accurate prediction of the immensity of the dilemma was made in the past, nor has any viable scheme for its solution been put forth by the universities and several varieties of educational study groups in the country. Hindsight tells us that we should have been busy on this long ago, that evidence as to its complexity and seriousness has been present in the society for a long time. Only the force of the Negro protest moved us to study and analysis of the problem in recent years.

Storm Signals

In the Administrative Career Program of the Harvard Graduate School of Education, which trains future school administrators in its doctoral programs, the storm signals were perhaps as plain as they were anywhere else. For years, the reports of advanced candidates in the field were concerned with problems that turned on racial imbalance in individual schools and school districts. Annual field studies, conducted in school districts as training and study experiences for the students and staff of the program, discovered issues of segregation as components of the general planning problems in the districts studied. An ACP candidate, almost by himself, organized and upgraded an all-Negro school in a midwestern city until it became the nucleus of a movement to improve public services for all Negroes in the city. In a large southern city, an ACP candidate who was principal of an all-white school was the only member

Vincent F. Conroy is Director of Field Studies in the Center for Research and Development on Educational Differences, and directs the Study of the Educational and Legal Aspects of School Integration. This is a progress report on that project.

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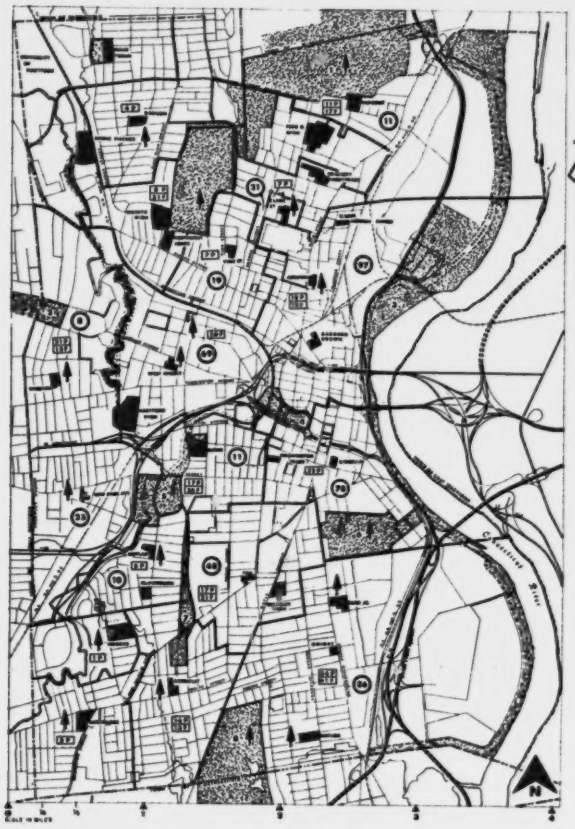
of the white bureaucracy who supported, with his PTA, the ill-fated desegregation attempts of the superintendent and board of education. In another city in the South, an ACP student became the first white staff member to join the Negro staff of a large segregated high school.

The planning and consulting work of the Center for Field Studies, the section of the ACP responsible for supervising and conducting field work, consistently found that the issue of growing Negro school enrollments in cities forced a major concern for the problem. In New Haven, Connecticut, and in Boston, Massachusetts, under former Professor Cyril G. Sargent, the personnel of the program engaged in early efforts to comprehend the racial problem in long-range planning.

The increasing frequency and intensity with which the issue arose on the national level, and the preoccupation of faculty members and degree candidates with it, brought frequent requests for assistance in developing solutions to the problem. These requests came chiefly from school superintendents and boards of education in various parts of the country. As Negro protests and litigation increased, it became clear that organized assistance for school systems and for superintendents was scarce and diffuse. It was in this context that the staff of the Administrative Career Program decided two years ago to devote its planning, training, and research activities to the problems of racial imbalance in schools. This decision was based on several assumptions: that field work could take place in communities with major problems of racial imbalance; that the "comprehensiveness" of traditional field experiences could be reproduced as readily



in a racially affected school system as it could in any other; that the experience gained in studies of this type would be of value to school systems generally; and that this experience would provide opportunities for the definition of research and study problems in racially imbalanced educational institutions. It was also felt that, with adequate funds and sufficient additional staff, extended research could be undertaken apart from the training and field work commitments of the program.

In the winter of 1963-64, faculty members of the Administrative Career Program met with a group of faculty of the Harvard Law School. After extended discussion, the joint faculty committee agreed to sponsor the project, which was officially titled "The Study of the Educational and Legal Aspects of School Integration." The sponsoring committee was later broadened to include other members of the Faculties of Education and of Arts and Sciences. The knowledge of constitutional lawyers was considered an important basis for proceeding in the work of the project. Our experience has borne this out: not only has the advice and counsel of law scholars been of value, but the project has also been the focus of joint analysis of problems by lawyers and educational planners.

The Englewood Study

With valuable support and assistance from the law faculty, modest funding was obtained from the Ford Foundation for a three-year period and work began on the project during the summer of 1964. Requests for assistance in planning were forthcoming from several large Eastern cities. The decision was made to begin modestly with a comprehensive study of a community that had had a relatively typical and intense experience in Negro and white protest. The Board of Education of the city of Englewood, New Jersey, agreed to lend itself for use as such a "laboratory." The focus of the project in Englewood is a close study of population and enrollment trends in a setting that is "manageable" in terms of its size and population characteristics. Against the background of this demographic information, courses of action will be suggested relating to problems such as locations of school buildings, school organization patterns, school program needs, and financial policies.

Englewood is a particularly well-documented setting in which to undertake a study of this kind. School department records, court records, previous studies, and statistical information are readily available in well-organized form. Field Director Howard Johnson and Englewood staff members are searching for clues to the flight of white people from neighborhoods and schools that have become interracial, and testing the validity of popularly-held theories of "tipping points." The project also includes questions about the admissions policies of private schools in racially divided public school districts.

The work now in progress in Englewood has had the important effect of sharpening questions which, until now, have been muddled by the extreme complexity of the whole issue of race and public education. What will follow depends to some extent on the reading of findings and on their use in a comparative way in other and further studies.

The Hartford Study

In Hartford, the lively business center and capital city of Connecticut, the project has undertaken a school building study similar to those undertaken previously in other cities, but which adds the dimension of an increasing racial imbalance in public schools. The central issue is not so much one of discovering permanent ways of integrating schools. It is, perhaps, one of organizing the city's basic educational policies to give education the greatest possible influence on the quality of leadership and life in the city, whether the population ten or fifteen years from now is predominantly Negro or white. What we are thinking about is the possibility that the city and its component institutions—educational, cultural, and governmental—can be used to educate people and that the process, in turn, can revitalize the institutions. Whether this mutuality can be attained in a setting like Hartford is the essential problem the staff faces.

A third area of activity in the project is an effort to assimilate a great amount of information and data on problems of school segregation from a number of places in the United States. The U.S. Civil Rights Commission has in past years published surveys of situational problems in city school systems over the country. This

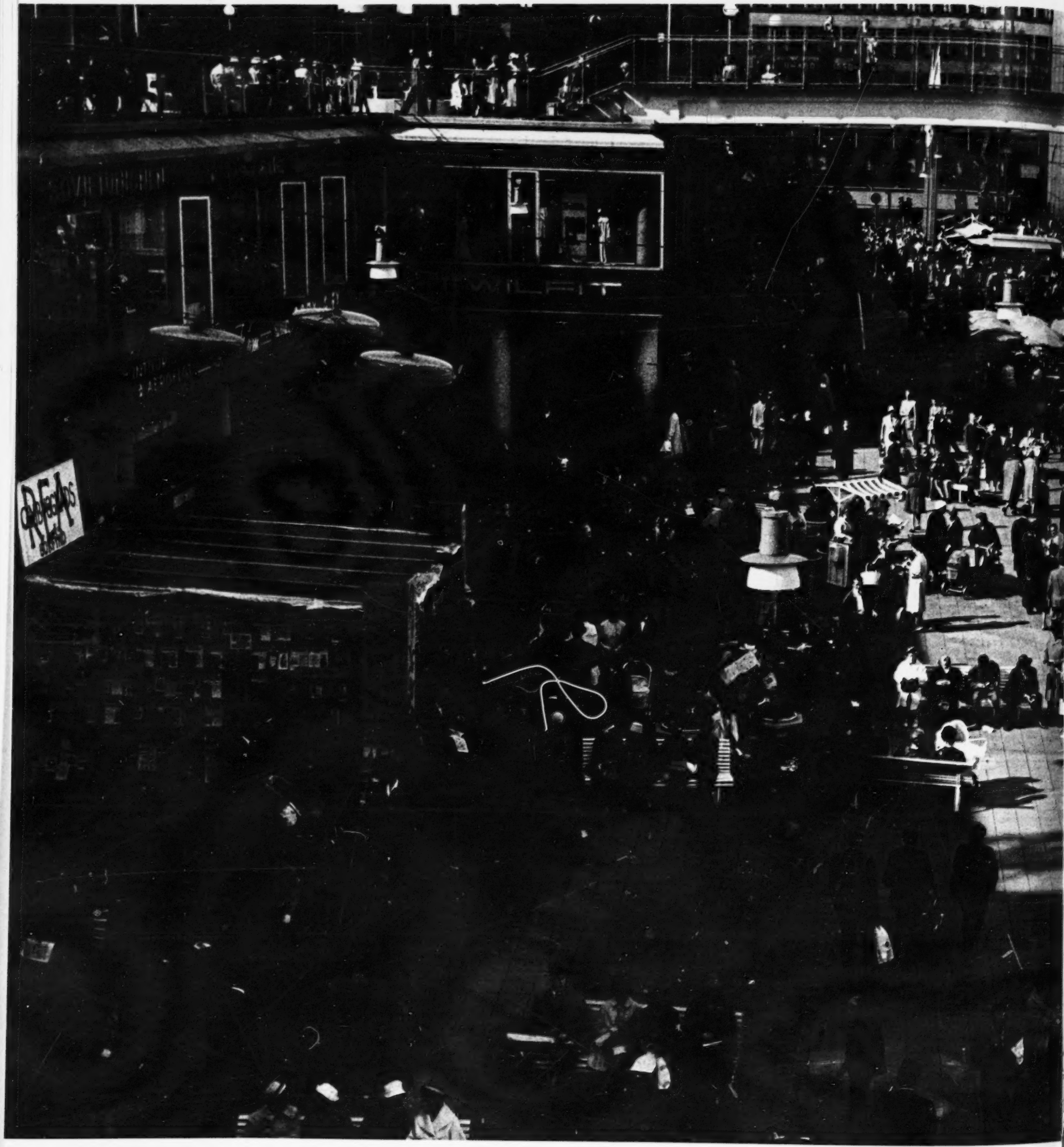
year, because of its need to have a great body of such information, the U.S. Office of Education has taken over this effort, with Professor William Foster of the University of Wisconsin Law School organizing and directing the field work. The Harvard project has agreed to cooperate by providing accomodations at Harvard for meetings of law scholars, social scientists, federal judges, and school superintendents. The attendance of several staff members at these meetings is expected to sharpen and clarify issues and to provide comparative views of the problem. William G. Buss, Jr., Assistant to the Dean and the only lawyer known to have held appointment on the Faculty of Education, is coordinating the Harvard staff efforts on this part of the project.

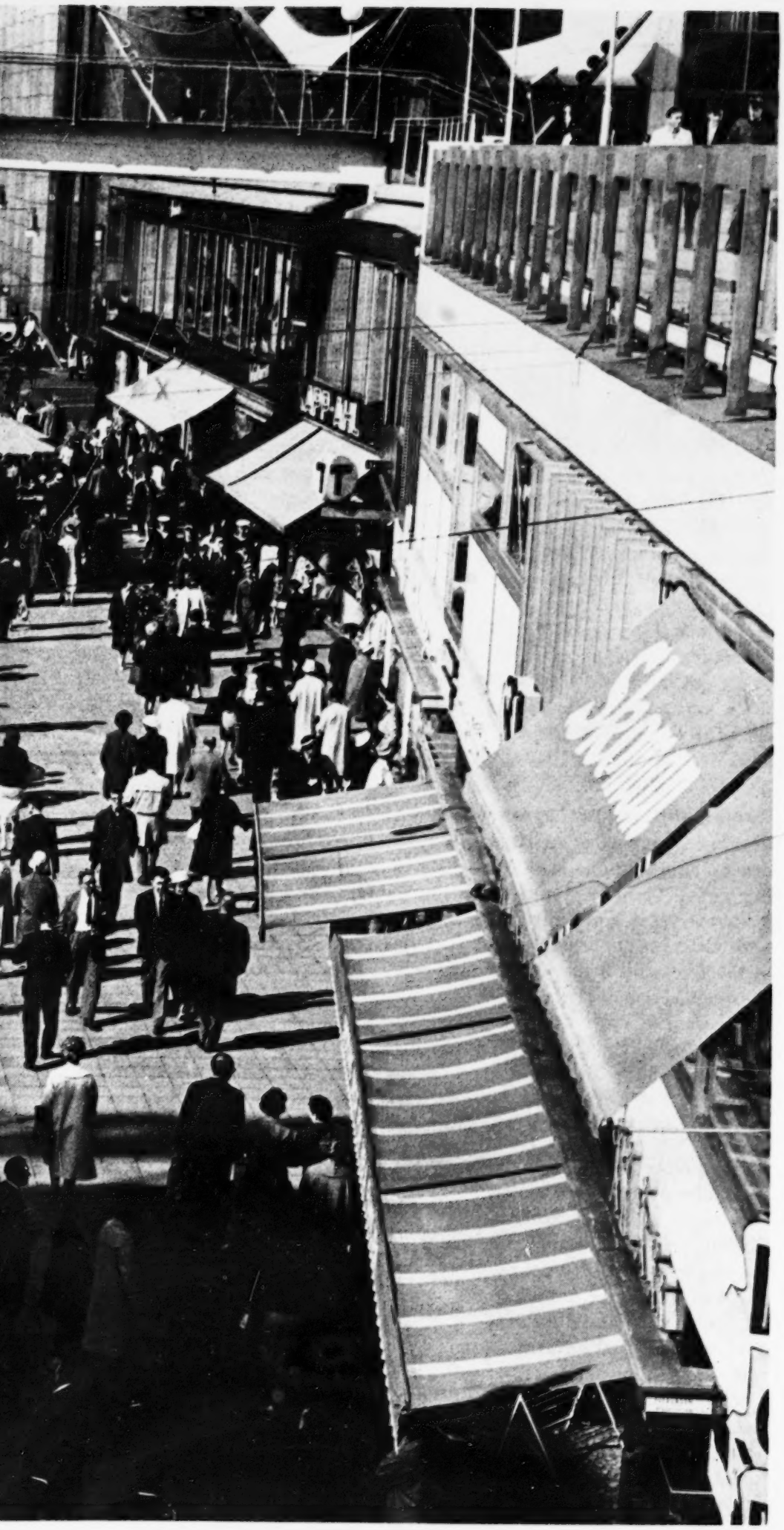
What comes out of the field work of lawyers and staff members will be organized and published from time to time during the coming year. Much of the information will be organized for use in training, for institutes of school department personnel and legal counsel, and for the Administrative Career Program. The experience gained so far may also equip the staff to respond to acute and pressing public needs and to cooperate with school systems needing help in a hurry. The University cannot ignore its responsibility for this kind of activity in an age of rapid change and soul-sized issues.

Quiet Contemplation

On the other hand, there is need for long, uninterrupted, and quiet times of speculation, contemplation, and research. Who really knows, for example, what the comparative effects of segregated and nonsegregated education are on children, when variables are manipulated from place to place and grade to grade? We are becoming aware that the training objectives of the ACP and the needs of people who deal with segregation and racial imbalance in schools are not always the same. Certain people will continue to be involved with "fire bells in the night," with short-term planning, and the pressing needs of school systems that can't wait for long, carefully managed research conclusions. Administrators must be able and ready to act on problems as they occur. But we have another obligation to discover what is true of all the claims and counterclaims in the public debate on racial segregation in schools. Only research and careful study by people who can free themselves from the day-to-day concerns of training can provide these answers.

Too much has gone on in America for too long to correct racial imbalance in many cities and city institutions at this stage. The limits placed on planning and planners—political boundaries, private schools, fiscal resources, and distances of travel, to name a few—narrow the opportunities for city-wide school integration. But perhaps educational planners can excite people to try new and imaginative solutions to urban educational problems. If so, the fire bells in the night may gradually decrease, both in number and intensity.

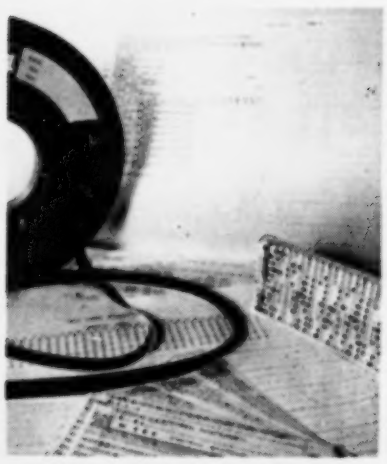




Social Heracliteanism:

The Problem of Educating People Without Teaching Them Anything in Particular

Emmanuel G. Mesthene



Mr. Mesthene is Executive Director of the Harvard University Program on Technology and Society. He holds S.B., A.M., and Ph.D. degrees in philosophy from Columbia University, and is author of How Language Makes Us Know *(Martinus Nijhoff, 1964) and a number of papers in various philosophical journals. He was on the research staff of The RAND Corporation for a number of years, and has served as consultant on science and public policy to the White House and to the U. S. Senate Subcommittee on National Policy Machinery. In 1962-1964, he was with the Organization for Economic Cooperation and Development in Paris.*

This article is based on a talk that Mr. Mesthene gave to the HGSE Faculty Research Colloquium in February. Portions of it are taken from a longer article by Mr. Mesthene, "On Understanding Change: The Harvard University Program on Technology and Society," appearing in the current issue of Technology and Culture.

This article consists of two distinct parts, although they are interrelated. I first try to say something about what the Harvard University Program on Technology and Society is—and what it isn't—and I then go on to suggest an idea that might be useful in organizing the research on the impact of technology on education that we hope to see done under the Program.

The Program

First, the Program was set up in June, 1964, under a $5,000,000 grant from the IBM Corporation. Its purpose is to undertake inquiry in depth into the effects of technological change on the economy, on public policies, and on the character of the society, as well as on the reciprocal effects of social change on the rate and directions of scientific and technological advance.

The Program is to run for ten years—at the rate of a half million dollars a year—and is expected to engage the intellectual resources of all the relevant schools and faculties of the University. It is thus envisaged as truly a university-wide effort, and we hope it will develop into a genuinely interdisciplinary one as well.

The organization of the Program places principal responsibility for its conduct with a nine-member Faculty Committee that presently represents the Graduate Schools of Public Administration, Business Administration, Education, and Arts and Sciences, including the Division of Engineering and Applied Physics. There is nothing sacred about this particular collection of schools. When others—Law, for example, or Public Health—become very active in the Program as it develops, they will presumably be represented on the Faculty Committee.

We have recently announced formation of a high-level Advisory Committee of eminent figures from industry, government, and the universities. This will hopefully help us to evaluate the results of the Program, and to communicate them to the interested sectors of the society. Finally, our organization includes a Faculty Seminar, the permanent members of which are about 40 senior people chosen from all

(Continued after insert)

IDEAS IN PRACTICE

CENTER FOR RESEARCH AND DEVELOPMENT ON EDUCATIONAL DIFFERENCES

HARVARD UNIVERSITY
VOL. 3 / NO. 3 / APRIL 1965

CENTER REVIEWS FIRST SIX MONTHS

In its first half year of operation, the Center for Research and Development on Educational Differences has begun or approved eight projects; made a number of appointments to the Center research and administrative staffs; set up a small grants program; and established a Clearinghouse to collect information about educational research and development.

Projects approved so far include an in-service training and research program on urban education in a summer school for 330 Boston children; a sociological study of the school as institution, and its influence on personality development; support for developing an experimental advanced curriculum in high school history; efforts to bring the findings of current child development research into classroom practice; an exploration of ways to affect motivation among underachieving adolescents; a pilot program for in-school training of student teachers; the design of a comprehensive curriculum for an urban high school; and investigation of self-perception and aspiration patterns among Negro youths.

These first Center activities are concerned with the educational needs and characteristics of a wide variety of children, who range from underachieving city children to advanced college-bound high school students. They reflect the Center's concern for understanding diversities among individuals and groups, and developing better ways to provide for them, and capitalize upon them, in our schools.

THE EARLY MONTHS: PLANNING, STAFFING

The Center's first year has been viewed by all concerned —the U. S. Office of Education, as its financial sponsor, and the partner organizations—as one primarily for planning and organizing. Basic contract negotiations with USOE were completed in late September, when most Center affiliates had major obligations for the 1964-65 academic year. Large-scale operations were expected to begin this summer, and go into full swing in the fall.

Yet by the end of March, the seven-man Executive Committee had met eleven times, two of them in session with the full Policy Board which represents all Center partners. Proposals solicited from many quarters yielded 17 that were developed for full review by the Executive Committee and Policy Board. Eight of these—proposed variously by an individual school system, Harvard University, schools and University jointly, and independent researchers—were voted support for periods ranging from six months to five years.

In addition, three Program Seminars were held to provide a forum for all partners on projected areas of research. Administrative and research staffing advanced, a collection of documents on educational research in progress began to grow in the Clearinghouse, the first two issues of *Ideas in Practice* had been published under the Center's sponsorship, and a one-day conference has been held in New York with other organizations which operate or are planning clearinghouses.

The following are brief descriptions of Center projects which are already underway or in active planning stages.

PROJECTS APPROVED TO DATE

HARVARD-BOSTON SUMMER PROGRAM IN URBAN EDUCATION

This program, which was described in the last issue of this newsletter, will run for six weeks this summer, and include 330 children and some 90 experienced educators. Professor Robert H. Anderson of the Harvard Graduate School of Education is director, assisted by a staff of

master teachers and university faculty members from throughout the country.

The Program will provide in-service training for teachers, administrators, and guidance workers; operate an academic and recreational enrichment program for participating children; explore curriculum, teaching methods, and guidance procedures relevant to the needs and strengths of a cross-section of urban pupils; and begin a study of the effects of the Program on the children, the teachers, and others involved.

A weekend planning conference of all faculty members for Harvard-Boston was held in March. An expanded research and evaluation program has been approved, and its first studies are underway on the home and community environments of participating children. Pupil recruitment begins this month.

A substantial part of the Program's costs is expected to be borne by the Office of Economic Opportunity.

SOCIAL STRUCTURE AND PERSONALITY CHANGE

A group led by Harvard sociologist Robert Dreeben has begun a three-year inquiry into the sociological properties of schools and schooling as a basic social setting within which personality changes are brought about. Dr. Dreeben's study assumes that, besides instruction in cognitive skills, the schools provide the setting where children acquire new and broader experiences than those encountered within the family. It will analyze the nature of the schools' social structure from kindergarten through secondary grades, as it affects the child's psychological development and particularly his cognitive and motivational development.

Considerable experience has been gained recently in similar studies of the impact on psychological development of such institutions as hospitals, factories, and prisons. Dr. Dreeben's study will extend this promising line of inquiry to the schools.

A THREE-YEAR CURRICULUM IN HIGH SCHOOL HISTORY

This project, begun 18 months ago by Mr. C. Wayne Altree of Newton High School and Professor Richard M. Douglas of M.I.T., represents a total revision of the social studies program for advanced college-bound students in the Newton High Schools. In brief, the investigators are attempting to combine the theoretical framework and insights of the social sciences, especially anthropology, with selected aspects of the traditional history curriculum. A principal goal is to teach students to accept and respect complexity, and particularly the diversity of perceptions and interpretations that may be placed upon the same common experiences by observers at different points in space and time. An important aspect of their work has been the involvement of all members of Newton's social studies staff in the development of the program, and the active collaboration of historians from the faculties of several universities, including M.I.T., Brandeis, and Amherst.

The Center is providing support for the program through August, in recognition of the excellence of the work done on extremely limited funds to date, and will assist in obtaining further support from other sources. Mr. Altree is chairman of the Social Science Department at Newton High School. Professor Douglas is chairman of the Department of Humanities at M.I.T.

LINKING CHILD DEVELOPMENT CONCEPTS AND CLASSROOM PRACTICE

This project, which aims to link research in child development to practitioners in the classroom, is closely related to the Center's concern for speeding the translation of research knowledge into education practice. It is directed by Professor Gerald S. Lesser of the Harvard Graduate School of Education.

The project team will identify experts in important areas within child development who are interested in the relevance of key concepts for educational practice. They will be teamed with able teachers who can contribute questions and insights from their practical experience, to work out papers on each area together. These articles will be made available through the Center and may be published in book form for wider distribution. The first of these collaborative endeavors has begun in the area of "cognitive style," and centers around the work of Professor Jerome Kagan, Professor of Developmental Psychology in the Harvard Department of Social Relations.

PROMOTING PERSONALITY CHANGE AMONG HIGH SCHOOL STUDENTS

This project aims at creating changes in the motives, values, and work strategies of high school adolescents through course work specifically designed to induce such change. It will be concerned particularly with developing "need for achievement" among culturally deprived urban youths.

Professor David C. McClelland, chairman of Harvard's Department of Social Relations, is director. For more than ten years he has conducted research on motivation, particularly achievement motivation. During this spring and the coming academic year, the project team will select and train a group of special tutors, drawn from graduate students and classroom teachers, to help prepare and operate the program. They will also develop new course materials for the program, which

is to begin classroom operation in 1966-67. The effectiveness of varied materials in achieving desired changes will be measured over a period of at least three years.

STUDENT TEACHING CENTERS

The aim of this pilot project is to develop an improved model for training student teachers in the schools. Nine centers are envisioned for 1965-66, in Newton, Arlington, and Brookline. In each center a master teacher will be relieved of a good part of his normal teaching duties in order to work with six or eight Harvard interns and apprentices. Each master teacher will be assisted by a Harvard teaching fellow. The program will be directed by David E. Purpel, Assistant Dean and Director of Programs in Teaching at the Harvard Graduate School of Education.

CURRICULUM DEVELOPMENT FOR AN URBAN HIGH SCHOOL

A "shadow faculty" of curriculum and guidance experts will attempt to design a total curriculum for an urban high school with general and vocational programs. This project, proposed by Professor Donald W. Oliver of the Harvard Graduate School of Education, assumes that maximum progress in improving secondary education requires that the high school be approached in its entirety—its total curriculum over all high school years and across all subject areas, its various teaching methods and organization, and its overall role and functions in society.

In later stages, the curriculum thus developed will be applied in an operating high school, with close liaison between the school's subject specialists and the project's coordinated planning staff. Considerable financial support beyond that of the Center is anticipated for this project.

IDENTIFICATION AND ASPIRATION PATTERNS AMONG NEGRO YOUTHS

This field study will seek more adequate understandings of the nature and range of existing attitudes among urban lower-class Negro children. In particular it will explore the ways these children perceive themselves and their groups, and how their perceptions affect their choice of goals.

Dr. Robert A. Rosenthal, formerly of the University of Michigan and the Jewish Board of Guardians in New York, will direct the program. He will investigate how these children perceive their present situations and the social roles which they see open to them in the future. As part of his field interviews, Dr. Rosenthal intends to investigate the histories of a number of successful Negro adults who have achieved roles of responsibility.

PLANNING EFFORTS LAY GROUNDWORK FOR FUTURE PROJECTS

The four Harvard faculty members who signed the original proposal for the R&D Center have been granted planning support for those aspects of their work most relevant to the Center, as outlined in the proposal. All are members of the Faculty of Education.

Professor Robert H. Anderson is planning the establishment of clinical facilities for the Center among elementary schools within cooperating school systems. Professor John B. Carroll is engaged in the planning of longitudinal studies of learning, and in designing psychoeducational laboratory facilities in the School of Education's new building where the R&D Center will be housed. Professor Gerald S. Lesser is directing preliminary analyses of data on the social structure of adolescent groups, and will plan research on the origins of differential mental abilities among contrasting social and cultural groups. Professor Donald W. Oliver is involved in planning related to the total high school curriculum project mentioned above.

In addition, an important planning appointment has been made with the naming of Dr. Burton L. White as Research Associate and Project Director in the area of pre-school education. Dr. White is a Research Associate in Psychology at M.I.T. and lecturer on pre-school education at Tufts University. He will be responsible for formulating a continuing program of research and development in the pre-school area, one which the Policy Board considers to be of key importance to the Center's efforts.

As first steps next year, several researchers will conduct a survey of literature on cognitive development from birth to age six; others will begin a series of observations of children within the same age range as they develop in their normal settings. Classroom teachers from the first two grades will participate in specifying "desirable" traits and development patterns, and the project team will attempt to develop means to further these characteristics.

SMALL GRANTS PROGRAM SET UP FOR CENTER PARTNERS

The Center has set aside a ten-thousand-dollar fund to support small research projects undertaken by individuals associated with its partner organizations. Limited to a maximum of $500 each, they are designed to underwrite actual research expenses, such as purchase of tests or equipment, payment of subjects in an experiment, necessary clerical aid, etc.; they may not be used for maintenance or general support. In-

terested individuals, whose proposals must receive written approval from a senior officer of their organizations, may apply to the Executive Director, Center for Research and Development on Educational Differences, Longfellow Hall, Appian Way, Cambridge, Mass. 02138. Applications should include one- or two-page descriptions of the proposed project, and a summary budget.

Since the program was approved in late October, four or five such grants in varying amounts have been made.

CLEARINGHOUSE COLLECTS DATA ON DISADVANTAGED FIRST

Over these first six months the Center's Clearinghouse has concentrated its efforts on collecting information concerning disadvantaged children. Primary emphasis has been placed on acquiring information in the form of research reports, unpublished papers, conference programs, curricula, films, and other "fugitive" items of educational interest concerning the "deprived" child which are not normally available through the standard library.

It has also begun collecting in the areas of school segregation-integration, measurement, and educational change in the school systems.

These emphases brought the Clearinghouse staff into contact with other information handling centers recently established to work in the area of the disadvantaged child and urban education. Coordinated efforts appeared necessary if these groups were to avoid confusion and widespread waste and duplication. Accordingly, the Center sponsored a conference on March 17 in New York City with some twenty representatives of other clearinghouses, the U.S. Office of Education, and experts in the field of information handling. Participants surveyed their common interests and held a preliminary discussion of potential areas for coordination. A six-man steering committee was appointed to hammer out suggestions for cooperation, and is scheduled to meet again in April.

In the coming months, the Clearinghouse will enlarge its staff to collect information in the areas of the Center's newer projects. It will continue aiding the Harvard-Boston Summer Program in assembling films, names of possible speakers, and pertinent program materials from other programs for urban children. In addition it will devote broader efforts to collecting information on the learning processes and problems of children from different backgrounds.

JOINT DINNER MEETING HELD

One of the pleasantest official events in the Center's young life was an evening program held March 25 for members of the State Board of Education and the school committees of the five partner school systems. Some twenty-six committeemen from the Boston, Cambridge, Concord, Lexington, and Newton schools joined members of the Policy Board and administrative staff for dinner at Harvard's Holyoke Penthouse. Dean Theodore R. Sizer of the Harvard Graduate School of Education, chairman of the Policy Board, presented a brief review of the Center's origins and developing program, which was followed by the chance for questions from the visitors and informal conversations with the staff.

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ON EDUCATIONAL DIFFERENCES
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Boston Public Schools / Cambridge Public Schools / Concord Public Schools / Lexington Public Schools / Newton Public Schools / Educational Services Incorporated / Harvard University / Massachusetts Department of Education / M.I.T.-Harvard Joint Center for Urban Studies / National Association of Independent Schools / New England Education Data Systems / New England School Development Council / WGBH-TV

over the University on the basis of demonstrated or presumed interest in problems of technology and society. In good bureaucratic fashion, we have made this selection before we are quite sure what the phrase "technology and society" means. We hope this Seminar will evolve into an instrument for tapping the contribution of anybody in the University who might be interested in working on these kinds of problems, for hearing from scholars outside Harvard about work in the field going on elsewhere, and for communicating the Program's progress to the Harvard community.

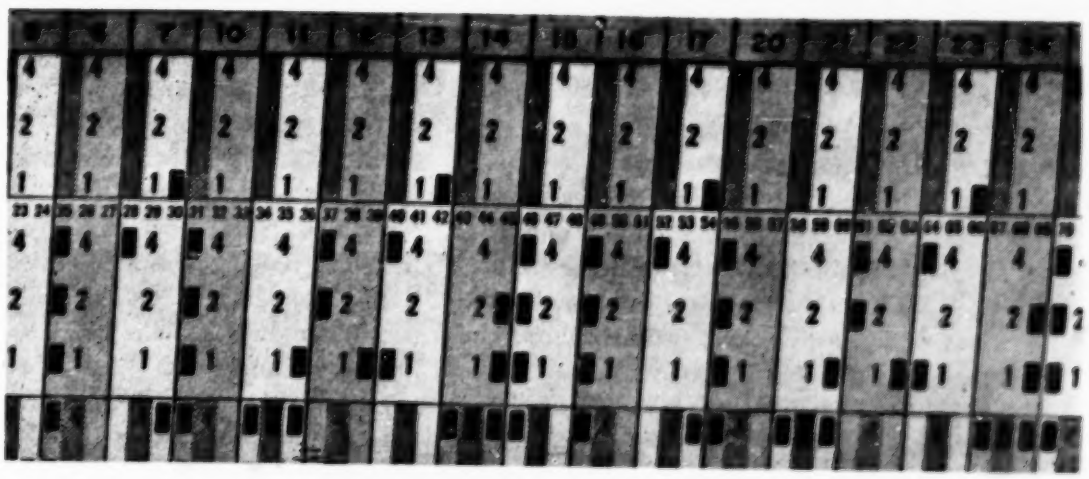
Activity and Purposes

Activity under the Program will take several forms, including support of research by established scholars, of Ph.D. theses under the guidance of senior faculty members, and of postdoctoral work by younger men interested in working in the area. We hope particularly to find ways of promoting cooperative projects by investigators from different disciplines, and to encourage graduate training by supporting the development of appropriate seminars and courses of instruction. We intend to invite visiting scholars to Harvard to work under the Program for temporary periods, and otherwise to tap resources outside the University by such means as lectures and joint conferences.

The purposes of the Program are to increase knowledge and raise the level of discussion in the area of technology and society, and hopefully to come up with some more or less concrete guides to action. The aspiration to raise the level of discussion is prompted by the currently fashionable sport of raising alarums about the problems of "automation" or "cybernation" and urging immediate and wholesale solutions to them. What seems to be needed instead is some hard-headed and sustained inquiry into facts that are very difficult to identify, and into the relationships among them that are equally difficult to discern. The resulting knowledge might provide a basis for some intelligent talk about effective action.

The emphasis on action means that we see our ten-year product as more than a shelf of scholarly books. One additional objective, as I have suggested, will be to offer mid-career training to policy-makers and executives who are struggling with problems whose shape is changing rapidly under the impact of new scientific and technical knowledge, as well as relevant training to the young men who will be tomorrow's decision-makers. We also expect that those who work under the Program will do their research, not only in the library stacks, but also in the "laboratories" offered by the actual operations of industry, government, and the schools. This can put hypotheses to the test, and knowledge at the disposal of those who need it most.

The problems we will be inquiring into are of course neither new nor unrecognized. Many individuals and research groups are tackling one or another of them systematically and effectively, and there certainly remains enough more work to do so that this new effort runs no risk of being unnecessarily duplicative. Beyond that, I think the Harvard Program may have a unique opportunity potential in the time and resources it disposes. What we have here is a long-term, multifaceted inquiry in depth that is free of antecedent constraints and able to tap outstanding scholars in any relevant field anywhere. In addition to helping illuminate particular questions, this might also enable us to say something about what the current fuss over



technology and society all adds up to in the end, what the generic problems are, how the various parts hang together, and what major policy recommendations increasing knowledge points to.

Organizing Ideas

This opportunity to arrive at some syntheses, at some "pulling together" of the area, poses a problem of program definition, of research design, that is occupying much of our attention in the first year. We are looking for some focuses for the Program, to avoid the risk of supporting many bits and pieces of projects, each worthwhile in itself, but adding up to nothing in relation to one another. These focuses will be not so much goals that are clearly defined and established in advance as general organizing ideas that will gain concreteness as the work of the Program proceeds. It is probably only retrospectively that we will be able to say that our work, ten years after, had this, that, or the other focus.

One of the things we specifically want to encourage is the new idea. The Program's most useful contribution might lie in stimulating new approaches to problems in the area of technology and society by scholars in different fields who have yet to turn a hand to their solution. These might consist in going behind the slogans that substitute for data in much contemporary discussion of technological change. Above all, perhaps, they might involve some "rethinking" of major problems from points of view that are in some sense more fundamental than those from which they are customarily attacked.

Let me try to suggest what I understand by such a "more fundamental" approach, by such "rethinking," in the area of education. Certainly, problems of technology and education will have to be an important area within our total Program. But it is still a very wide area, and will have to be made up of separate investigations into a number of particular subjects. I don't attempt to define these separate investigations, partly because I am not qualified to speak as a professional educator, and partly because the breakdown into component studies can only be done by the people who want to do the studies.

What I will try is to indicate how the area itself might be defined—and the particular studies within it interrelated—by what I have called "organizing ideas." I am suggesting that my titular idea of Social Heracliteanism might serve such an organizing function in the area of technology and education. Or it might not. I am less concerned to defend the particular idea than to illustrate how something like it can bring about the kind of focus I've been talking about. I shall be neither rigorous nor exhaustive. I shall be frankly speculative, rather general, hoping to suggest ideas and stimulate discussion, rather than to convince.

With that, I turn to the idea.

Education and Technology

If I understand correctly what kinds of things professional people concerned with education are worrying about these days, their general response to the problem posed them by a world that technology is changing rapidly is to ask, "How do we teach what new skills to which people for what jobs in the future?". You might think that I oversimplify by reducing it all to one question, but it's quite a question. It contains four unknowns. The skills are new, so that their contents are imperfectly known and have to be learned. As they are learned, curriculums will have to be devised to impart them before they evolve still further. People who have never had to be educated before now have to be, including adults who must be retrained in midcareer and underprivileged groups who are finding fewer unskilled jobs to live by. Most difficult of all, the shape of the future and the jobs it will need done have to be foreseen.

Impressive amounts of research and experimentation are going into the attempt to resolve these four uncertainties, as I understand it, and the times—and President Johnson—say that more will go into it still. I think it is clear that more should, for the uncertainties are great and compound each other, so that today's best judgments could turn into tomorrow's worst mistakes. Yet the judgments must still be made today, which I suppose is a measure of the difficulty of the modern educator's task.

Yet not everything is becoming more uncertain. One thing that seems, on the contrary, to be becoming more certain is that most other things are becoming more uncertain. I think we can confidently expect that the world and society will continue to change, in more and more respects, as science and technology continue their advances. The change itself, as I have suggested, introduces the four major unknowns in the dominant question of contemporary educational policy. On the other hand, the certainty of the change, itself relatively unchanging, may imply at least one known for educational philosophy that might be built upon to help resolve the four unknowns. If change, whatever its kind, is to be the order of the future, then people must be produced who are equipped by temperament and expectation to deal with change as such, irrespective of the specific skills they will need to be taught to deal with specific changes. This is where the distinction comes in that I alluded to in my subtitle, between educating people and teaching particular skills. I want to come back to this point after I reach briefly into the history of philosophy to fix the idea.

What is Reality?

There were two ancient Greek philosophers, long before even Socrates trudged the streets of Athens, who held diametrically opposed views about the nature of reality. Their names were Parmenides and Heraclitus. Parmenides argued that only the permanent, the eternal, the stable and

Emmanuel G. Mesthene

unchanging is real, and that all change is illusory, false, transitory, imperfect, and unreal. Heraclitus took the opposite view. He rather saw reality as a flowing river, apparently the same but ever-changing. To him all was constant flux and change, and he dismissed the permanent and the stable as unreal, as evidence of human imperfection, as a distortion of the truth.

These two thinkers are important, because each gave his name to a major and persistent theme in western intellectual history. The Parmenidean emphasis on the eternal and unchanging is seen in Plato's Ideas, in the Christian Trinity, in Newton's World Machine, in the Nineteenth Century Absolutes of both romantic Idealism and Marxian materialism, and in the contemporary worship of pure number among the mathematicians, the econometricians, the experimental psychologists, linguistic analysts, and social statisticians. The Heraclitean commitment to the essential reality of change can in turn be traced through the atomism of Democritus, through Hellenistic Skepticism, in the medieval nominalists' insistence on the unreality of names and general terms, in such evolutionary philosophies as those of Bradley and Bergson, and in the modern Existentialist's abandonment of science for the joy of involvement in pure action.

What are we—Parmenideans or Heracliteans? In our social attitudes, it seems to me clear that we lean, by and large, to Parmenides. In our concept of work, we hold as real the career that holds together, makes sense, and lasts a lifetime. If a man changes jobs too often, we consider him a drifter, or, if we like him, we figure he hasn't found his proper work. We see the change as unnatural, unreal, unwanted, and feel comfortable only with the permanent, the stable, the settled.

Similarly with our institutions. Democracy, capitalism, communism, federalism, the organized faiths—these are the real, the cherished, and any change is transitional, accidental, to be avoided, or dealt with as quickly as possible, to return to the stable, the familiar, the true.

Yet the evidence becomes compelling that these attitudes no longer square with reality. Careers are increasingly becoming shorter-lived than people. The complexities of national existence—largely the result of rapid advances in knowledge and techniques—are resulting in an increasing mixing-up of the public and the private. Private organizations with public functions strain the classic dictum that political influence must be commensurate with political responsibility. States' rights—that honored mark of Eighteenth Century federalism—now is the slogan of those who would have us return to the Eighteenth Century. Firms are born of and live entirely by government contract, and the myth of the free-market economy is further strained. The profit motive, in turn, makes its way into the Soviet economy, and the great official religions are beginning to talk to each other again.

Our familiar institutions, in other words, are changing so rapidly and so constantly that the change is becoming more familiar now than the institutions. The change is the new reality. We are entering an era of what might aptly be called Social Heracliteanism. The challenge to education is clear and staggering. Teachers who have been brought up to cherish the stable must take the children of parents who have been brought up to cherish the stable, and try to teach them that the stable, the unchanging, is unreal, constraining, a false goal, and that they will survive in an age of change only to the degree that they become familiar with change, feel comfortable with it, understand it, master and control it.

Occcupational Booster Shots

Many educators, of course, see this trend. It is the source of suggestions that ways be found to educate more "generalists," that people be trained, if possible, in a second skill for its insurance value, that "continuing" education be available to increase the occupational mobility of people in mid-career, that something like the old classical curriculum might be in line for another heyday as the best preparation for a life of increasing vicissitude. Yet I am left with the impression that all such suggestions are as yet more sensed than developed. They often sound like proposals to treat symptoms—mainly by homeopathy. I have seen the general point stated frequently, but rarely developed. Discussion tends to lead back quickly to how to teach what new skills to which people for what jobs in the future. It does not go on to touch the question, "How do we produce people able to handle and exploit the opportunities inherent in change as such, even when we cannot predict particular changes?". The difference is between designing occupational booster shots to keep people off the dole, and rethinking the role, goals, and methods of education in a world that is essentially new.

That is what I mean by a "more fundamental" approach to the problems that technological change raises for education. I say more fundamental, not more urgent, or even more important. The massive daily work of teaching skills to people will obviously have to continue, but it might be done better if some systematic effort also goes into the broader question, because the particular findings of the particular inquiries that educators are engaged in might more easily be seen together that way.

Sizer Discusses Weakness in Humanities Teaching

Humanities are the weakest part of the curriculum, both in public and private schools, says Dean Theodore R. Sizer in his first annual report, and a redefinition of the purposes of humanistic study is badly needed.

Discussing ways of improving the quality of teachers and the leadership of American education, Dean Sizer lists six reasons for the weakness of instruction in the humanities:

1. The "central issue," that of teaching complex skills and of urging students to enlarge their emotional and aesthetic faculties, is a "frightfully difficult one." We know very little about how people absorb values or how we might "teach" them, and the very consideration of teaching them raises "serious ethical questions."

2. "Too much university scholarship in the humanities is sterile and out of touch with our culture. In few universities is there as much fundamental ferment in the humanities as there has been in the mathematics and sciences."

3. The traditional disciplinary lines separating the various subjects in the humanities may very well stand in the way of any kind of improvement. "In only a few places have there been attempts seriously to cross disciplinary lines and to start with the emotional and aesthetic heart of the humanities rather than with specific subject matter."

4. The "obvious difference between the official culture and the mass culture," and the "indiscriminate and tasteless over-exposure" of children and adolescents to visual materials. Some way must be found to develop a meaningful relationship between what children actually experience and the emotional and aesthetic values of our Western heritage.

5. "We are made timorous by the legal separation between church and state. We think that the stricture against teaching 'religion' in the public schools is a stricture against teaching any kind of values. This is, of course, absurd, as values are taught for good or ill by precept in schools every minute of every day, by teachers and students alike. . . . To say that the schools are not suitable places for the development of moral values because of the decisions of the Supreme Court is to shut one's eyes to the reality of the situation."

6. "Our school organization is governed more by the necessities for the control of students than for the logic of subject matter or the needs of children. . . . A careful look at the purposes of the humanities may show that their teaching cannot be incapsulated in traditional form."

What is needed, says Dean Sizer, is "a searching reappraisal of the limits of these problems and the identification of means to make a step forward. Needed first is a redefinition of the purposes of humanistic study for children and adolescents, taking into account differing social and cultural backgrounds. From this should evolve a series of pilot curriculum studies and experiments in school practice, these not necessarily at all following traditional lines. Such of these that seem to deserve fuller development should be expanded and given wide trial in a variety of settings."

Summer Activities at Harvard

Spring in Cambridge brings the end of the academic year, and the start of Harvard's "third term." Summer sessions draw hundreds of students to Cambridge for a wide variety of Education programs—ranging this year from course work in the Harvard Summer School to pre-service and in-service training programs for teachers, to a number of specialized institutes for administrators, supervisors, and guidance personnel. Here in brief review are some of them.

Harvard Summer School (July 6 to August 20; to August 27 for non-Education courses)

Harvard's annual Summer School is run jointly by the Faculties of Arts and Sciences and of Education, with HGSE's Dana Cotton as Associate Director. It offers a large selection of Education courses equivalent to those of the academic year, plus some special courses available only in summer. Notable this year is a course on The Experience of the Drama (S-C-163), which will draw on the facilities and staff of the Loeb Drama Center and include special provisions for teachers of drama. Two new courses will be offered at the Massachusetts Audubon Society Sanctuary in Lincoln, Mass.: one on Field Biology (S-C-132), with special attention to planning and use of field trips, and the other on Vertebrate Ecology and Zoogeography (S-C-149).

Visiting instructors include Dr. Ole Sand, Director of the Center for Study of Instruction, NEA, who will teach courses on curriculum development and on the organization and program of the elementary school. Kenneth L. Peters, Superintendent of Schools, Beverly Hills (Cal.) Unified School District, will teach a course on secondary school administration, and one on contemporary issues in American education. Two courses on the history of American education will be offered by Prof. Wilson Smith of the University of California,

Davis. Dr. Brenda Lansdown will return from Brooklyn College to teach Science and Mathematics in the Elementary School Curriculum, repeating last year's procedure of taking her students and portable science materials to children on city playgrounds.

Of special interest among non-Education offerings is a course on race relations (Soc. Rel. S-134) to be taught by Prof. Kenneth Clark of the City College of New York.

Harvard-Newton Summer Program (June 29 - August 13)

This program, directed by Assistant Dean Joseph J. Young, Jr., offers preparation for classroom teaching to interns in the Ed.M. or M.A.T. programs at HGSE and to other qualified recent college graduates who plan to enter teaching in the fall. All work under master teachers in classrooms in the morning, and attend seminars and curriculum and methods courses in the afternoon. Certain of the latter are open to experienced teachers.

Harvard-Boston Summer Program in Urban Education (June 29 - August 13)

This new program, based on the pattern of the former Harvard-Lexington Summer Program, will focus on problems of urban teaching. Under the direction of Professor Robert H. Anderson, experienced teachers, administrators, guidance workers, and curriculum specialists will use team teaching, non-grading, and other flexible educational arrangements as vehicles to examine and upgrade their own classroom performance, with the opportunity to study the theory and practice of team teaching in the process. Morning practicum sessions will be followed by afternoon seminars on the teaching and learning process and a special seminar for guidance students. All participating pupils will be drawn from local Boston schools, and there will be an effort to develop curriculum and teaching methods particularly suited to their experience.

Advanced Administrative Institute (July 6-16)

This year's Institute is built around the theme "Education for All—Myth or Possibility?" and will examine first the implications of the concept of universal education, and then some of the responses made by educators to these implications. More than 50 selected school administrators will hear some 20 speakers during the ten-day program, directed by Assistant Professor Roderick F. McPhee. For the final two days they join with the Conference on Educational Administration.

Summer School Conference on Educational Administration (July 15-16)

The 37th of these conferences will consider this year the question "Juvenile Delinquency in an Affluent Society—Why?: The School's Responsibility," and will bring to Cambridge some outstanding criminologists from this country and abroad. It is again directed by Dana M. Cotton, Secretary of HGSE and Associate Director of the Summer School. As in the past, it is open to Summer School students, Board of Education members, school administrators, teachers, and laymen.

Institute for Administrators of Pupil Personnel Services (July 19-30)

This two-week invitational conference is designed to help the administrator of pupil personnel services gain new insights into his role, and examine new issues and developments in the several disciplines which contribute to guidance.

More than 60 participants are expected in this third summer session, to work in seminars, lectures, and small discussion groups on a broad range of current issues. Professor Edward Landy will again direct the Institute.

Institute in Supervision (July 26 - July 30)

This one-week Institute is offered for teachers serving as supervisors for Harvard apprentices and interns in cooperating school systems. During the mornings participants will follow the full cycle of planning, teaching and evaluation with selected student teachers and faculty of the Summer School; afternoons will be spent in analysis of the morning's experience. Assistant Professor Ralph L. Mosher will direct the Institute, for which no credit is offered.

Institute for New England School Administrators (July 12-16)

This year's Institute will be thirteenth in the series run annually by the New England School Development Council (NESDEC). Some fifty area school administrators will hear lecturers from around the country, and for the last two days join in the sessions of the Summer School Conference on Educational Administration.

Educational Data Processing Institutes

The New England Education Data Systems will again run a series of summer institutes for students of different levels of experience in data processing. The institutes, which will meet at NEEDS' Cambridge headquarters during July and August on dates still to be announced, are affiliated also with NESDEC.

Summer Institute on College Admissions (July 12-30)

This three-week program for college admissions personnel is sponsored jointly by Harvard and the College Entrance Examinations Board. It studies current recruitment and admissions practices, and devotes several days to examination of tests and test analyses. The Institute is directed by Assistant Professor Dean K. Whitla, who is also Director of the Office of Tests and Associate Director of Admissions at Harvard.

HGSE Grants Mid-Year Degrees to 99 Students

Mid-year degrees were awarded to seven candidates for the degree of Doctor of Education, eleven for the Certificate of Advanced Study, 42 for the Master of Education, and 39 for the Master of Arts in Teaching.

The names and thesis or project titles of the doctoral candidates follow: George Ernest Anderson, Jr., in Educational Measurement and Statistics—"A Systems Approach to the Annual Cycle of Pupil Records" (Thesis); William Allen Atkins, Jr., in Educational Administration (ACP)—"Development and Implementation of a Mutual Goal-Setting Process to Improve Instruction in the Williamstown Public Schools" (Project); Janice Betty Goldberg, for Research in Instruction—"The Influence of Pupils' Attitudes on their Perceptions of Teachers' Behaviors and on their Consequent Performance of School Work" (Thesis); James Henry Henkelman, in the Teaching of Mathematics—"A Study of a Program Designed to Effect Mathematics Curriculum Change in the Saugus, Massachusetts, Secondary Schools" (Project); Joseph David Levinson, in History and Philosophy of Education—"Philosophy and Philosophy Teaching: A Whiteheadian View" (Thesis); George Bradley Seager, Jr., in Curriculum and Supervision—"Development of a Diagnostic Instrument of Supervision" (Thesis); John Leo Sullivan, in Educational Administration (ACP)—"The House Plan in the Administrative Reorganization of the Mamaroneck, New York, Secondary Schools" (Project).

Miss Gill Leaves Memorial Book Fund

The late Miss R. Christine Gill, whose service to HGSE is remembered with affection by thousands of former students and faculty members, left tangible evidence of her regard for its welfare.

Her will left a bequest of $1,000 for the HGSE library, to be used for the purchase of books dealing with philosophy of education and/or civic education. The gift was made in memory of the late Henry Wyman Holmes, first Dean of the Faculty of Education, for whom she began her Harvard career as secretary in 1912. At that time he was Professor in the Division of Education of the Faculty of Arts and Sciences. Miss Gill continued as his secretary when he became Dean of HGSE in 1920. She subsequently served the School in a variety of formal and informal ways. At various times she was secretary to the Committee on Doctorate Studies, the Committee on Admissions, and the Student Association. She retired in 1959 but continued to work part-time until her death in July of 1963.

faculty notes

NEW FACULTY APPOINTMENTS ANNOUNCED

Dean Theodore R. Sizer has disclosed the appointment of a specialist in reading and language arts as Professor of Education. At the same time he announced seven other appointments including two Visiting Professors, two Assistant Professors, two Lecturers on Education, and a new Librarian for the School.

Jeanne Chall Joins Faculty

Jeanne S. Chall, now Associate Professor at The City College of the University of New York, has been appointed Professor of Education effective July 1, to teach and do research on all phases of reading. These include problems of curriculum, methods, readability, and reading disability, with special emphasis on readability and studies of beginning reading. The appointment reflects the interest in reading problems felt by the School, especially in connection with the disadvantaged urban child.

At Harvard, Professor Chall will offer courses on curriculum and methods in the language arts, reading disabilities, and a seminar on selected problems in language arts.

Professor Chall began her teaching in New York City's high schools upon graduating from C.C.N.Y. in 1941. She continued as a lecturer at Ohio State University before receiving the Ph.D. there in 1952, for research on readability. In 1959 she joined the faculty of The City College of New York, and was made Associate Professor in January, 1962. She has also taught at Teachers College, Columbia University, and was a Visiting Associate Professor at Harvard in the spring term of 1963.

Her publications include READABILITY: AN APPRAISAL OF RESEARCH AND APPLICATION (Columbus, Ohio: Ohio State University Press, 1958) and numerous articles. Professor Chall recently completed a study of beginning reading for Carnegie, and is now finishing a study of first-grade reading for the U.S. Office of Education.

Curle Named First Professor of Education and Development

Charles T. W. Curle, whose study and teaching have brought him to most of the four corners of the globe, will be Harvard's first Professor of Education and Development. The appointment, which is effective July 1, was made possible by a Ford Foundation grant for international studies.

Professor Curle, who usually publishes under the name of Adam Curle, will continue as director of the Center for Studies in Education and Development which was established in 1962 under his leadership. The Center sponsors research, operations, and training in educational planning in relation to social, economic, and political change in developing countries. Members of the Center staff, including Professor Curle, have already carried out studies or planning projects in a dozen countries in Central and South America, Africa, the Middle East, and As[illegible].

Professor Curle was born in 1916 at Isle Adam, Seine et Oise, France. His studies at Oxford University were interrupted by service in the French Army from 1940 to 1946, but he returned to complete his B.A. degree and received the Doctor of Philosophy there in 1950. He then served for two years as University Lecturer on Social Psychology at Oxford, and five years as Professor and Head of Education and Psychology at Exeter. From 1956 to 1959 he was a consultant on social affairs to the Government of Pakistan, followed by two years as Professor and Head of the Department of Education in the University College of Ghana. He has also done field research in Lapland and the Middle East.

Professor Curle came to Harvard in 1961 as Visiting Professor of Education. He organized a faculty seminar on problems of international education, leading to the establishment of the Center for Studies in Education and Development the following year. In addition to its

other projects, the Center has assisted in the development of an experimental comprehensive secondary school in the Western Region of Nigeria in cooperation with the Western Region government and the U.S. Agency for International Development.

Mr. Curle is the author of a number of books, pamphlets, and articles, including THE ROLE OF EDUCATION IN DEVELOPING SOCIETIES (Ghana University Press, 1961); EDUCATIONAL STRATEGY FOR DEVELOPING SOCIETIES (Tavistock Publications, 1963); and WORLD CAMPAIGN FOR UNIVERSAL LITERACY: COMMENT AND PROPOSAL (Center for Studies in Education and Development, 1964).

Kaelber Named Associate Dean; Purpel Becomes Assistant Dean

Dean Sizer has announced the appointments, effective December 1, 1964, of Edward G. Kaelber as Associate Dean of the Faculty of Education and of David E. Purpel as Assistant Dean and Director of Programs in Teaching.

Mr. Kaelber joined HGSE's administrative staff in 1958 after eight years of business experience as a lumber wholesaler. As Assistant Dean he has been largely responsible for the financial and budgetary affairs of the School. In his new post he will continue to be generally responsible for these areas, as well as for faculty and administrative staffing.

Mr. Kaelber, now 40, received the A.B. degree from Harvard in 1946 and studied during 1948-49 at the Harvard Business School. This summer he is director of the elementary section of the Harvard-Newton Summer Program.

Mr. Purpel, M.A.T. '56, Ed.D. '61, became Assistant Director of Secondary School Apprentice Teaching at HGSE in 1961, and Director in 1962. Last year he was named Acting Director of the Master of Arts in Teaching Program. In the newly-created role of Director of Teaching Programs, he will coordinate the School's various teacher training, apprentice and internship programs.

Mr. Purpel joined HGSE as a research assistant and teaching fellow in 1957. From 1959 to 1961, he was supervisor at the Harvard-Newton Summer Program and in 1962 became Director of Supervision there. He was appointed Assistant Professor of Education in 1962, and last year became a member of the Faculty of Arts and Sciences.

Jensen, Carlson Appointed Visiting Professors

Coming to HGSE as Visiting Professors next year are Reimer Jensen, a well known Danish psychologist at the Royal Danish Teachers' College, Copenhagen, and Richard O. Carlson, Professor of Education and Administration at the University of Oregon.

Professor Jensen is already collaborating with Professor Gerald S. Lesser of HGSE in studies of child development during Professor Lesser's current sabbatical leave in Denmark. The two will continue their collaboration next year at Harvard, where Professor Jensen will be teaching a course on the development of personality and social behavior in addition to assisting in research at the new R & D Center. A graduate of the Blagards Teachers College (Copenhagen) in 1940 and of the University of Copenhagen in 1947, Professor Jensen studied as a Fellow at the Child Study Center at Yale during 1953-54, and has spent five years in psychoanalytic training. Before joining the Royal Danish Teachers' College in 1962, he was Assistant Director of the University Child Guidance Clinic in Copenhagen for 12 years.

Professor Carlson brings extensive experience in educational administration to the course and seminar he will teach next year at HGSE. He joined Oregon as Professor of Education and Administration last year, after spending five years at the Administrative Science Center of the University of Pittsburgh, as Senior Research Associate and then as Acting Director. Before that he spent two years as Assistant Professor of Educational Administration and Educational Sociology at San Francisco State College. Professor Carlson received the B.S. ('51) and M.S. ('55) degrees from the University of Utah, in the meantime teaching four years in Salt Lake City schools. In 1957 he took his Ph.D. at the University of California. Among his publications is EXECUTIVE SUCCESSION AND ORGANIZATIONAL CHANGE (Chicago: Midwest Administration Center, University of Chicago, 1962.)

Grannis, Cronin Appointed Assistant Professors

Joseph C. Grannis, M.A.T. '55, Instructor in Education since 1959, was appointed Assistant Professor of Education effective February 1st. A specialist on social studies teaching in the elementary school, he will continue to teach the curriculum and methods course in this area.

A 1954 graduate of Harvard College who received the Ph.D. in Education recently from Washington University in St. Louis, Mr. Grannis taught for two years in St. Louis schools. He is currently engaged in developing a special social studies curriculum for the Boston school children participating in the Harvard-Boston Summer Program in Urban Education.

Joseph M. Cronin, M.A.T. '57, will return to HGSE on July 1 as Assistant Professor of Education, to teach in educational administration. He recently completed his doctoral work at Stanford University, where he has been an instructor on educational administration, and served as Assistant Director of School Board Studies. A 1956 Harvard graduate, Mr. Cronin taught high school social studies from 1957 to 1961, and became head of the Department of Social Studies at Cubberly High School, Palo Alto, California. In 1961 he moved to become Assistant Principal and subsequently Principal of Broome Junior High School in Rockville, Maryland, which he left to complete his graduate work at Stanford.

Beeby, White Named Lecturers

A distinguished New Zealand educator and leader in UNESCO activities is one of two Lecturers on Education appointed to the Faculty. Clarence E. Beeby will also continue as a Research Associate in the Center for Studies in Education and Development, which he joined in 1963 as a Research Fellow upon retiring as his country's Ambassador to France.

Mr. Beeby, born in New Zealand and educated there and in England, taught from 1923 to 1934 at the University of New Zealand before becoming Director of the New Zealand Council for Educational Research. From 1940 to 1960 he served as Director of Education in his country, taking a prominent part in UNESCO programs and serving for one year as UNESCO's Assistant Director-General. He was Ambassador to Paris from 1960-63.

Burton L. White, a psychologist specializing in sensorimotor development in infants and young children, will begin his duties as Lecturer on Education and Research Associate in Education on September 1.

He will serve as Project Director in the area of pre-school education in the new Center for Research and Development on Educational Differences. Mr. White holds a Ph.D. in psychology (1960) from Brandeis, B.A. in philosophy (1955) and M.A. in psychology (1956) from Boston University, and B.S. in mechanical engineering (1949) from Tufts. He is currently a Research Associate in Psychology at M.I.T., and Lecturer on Pre-School Education at Tufts University. His research has concentrated largely on early perception and adaptation of human infants, and he is at present principal investigator under an NIMH grant in this field.

Eschenbacher Appointed Librarian

Herman F. Eschenbacher, Ed.D. '63, will become Librarian of the Graduate School of Education beginning July 1. Mr. Eschenbacher, now Assistant Professor of Education at the University of Rhode Island, taught high school social studies for eight years before joining the Rhode Island faculty in 1961. A student of American educational history, Mr. Eschenbacher has been on leave this year to complete a history of the University of Rhode Island between 1863 and 1914, to be published next year.

As Librarian of the School he will be responsible for reconstituting the facilities and collection of the HGSE Library, now temporarily housed in Longfellow Hall, after the opening of Roy E. Larsen Hall. He will also oversee operations of the Clearinghouse which is being established within the Research and Development Center on Educational Differences.

McPhee, Dolce Named School Superintendents

Two HGSE faculty members will leave Cambridge this summer to take charge of the Glencoe (Ill.) and New Orleans school systems.

Carl J. Dolce, Ed.D. '63, a Lecturer on Education and Research Associate in the Center for Field Studies, has been named superintendent of New Orleans schools. Mr. Dolce, now 36, came to HGSE in 1963 from New Orleans, where he was a teacher and principal from 1948 to 1963. At Harvard, Mr. Dolce has lectured on educational administration and this year was co-instructor of the course on advanced cases and concepts. In New Orleans, he will direct some 3,600 teachers and 100,000 children, in a system of 120 schools that is rapidly expanding because of a nearby NASA installation.

Roderick F. McPhee, Assistant Professor of Education since 1961, will become Superintendent of the Glencoe school system in July. Professor McPhee, who is 36, has been a close collaborator of Prof. Herold C. Hunt in the Administrative Career Program and has served as Director of the School's Advanced Administrative Institute held annually for senior school administrators from throughout the country. He has taught a seminar on Theory and Practice in Educational Administration, as well as the course on advanced concepts with Mr. Dolce. Before coming to Harvard, Mr. McPhee was Assistant Professor and Assistant to the Dean at the Graduate School of Education, University of Chicago, and served as Assistant Secretary of the American Association of School Administrators in Washington. In Glencoe he will head a system of four schools, with 105 teachers and about 2,000 children. It is distinguished by its Career Teaching Plan for its staff, outstanding music and art programs, and an active elementary science program which serves as a development site for AAAS materials.

Whiteley Joins Washington Univ.

John M. Whiteley, Ed.D. '64, an Instructor in Education and Psychologist to the University Health Services, will become Director of Student Services and Director of the Counseling Service at Washington University, St. Louis, effective July 1. Mr. Whiteley will also hold an academic appointment as Assistant Professor in the Graduate Institute of Education at Washington University. He will work under Judson T. Shaplin, Director of the Graduate Institute and former Associate Dean of HGSE.

Robert H. Anderson, Professor of Education, is Director of the Harvard-Boston Summer Program. On Jan. 12, Dr. Anderson spoke on "The Case for the Ungraded School," a part of the Boston School Committee's in-service lectures on Education in Disadvantaged Urban Areas. He was one of the speakers at the American Association of School Administrators conference held in Atlantic City, Feb. 13-17. His topic was "The Nongraded Primary School: An Idea Whose Time Has Come?" The following week at the George Peabody College for Teachers, Dr. Anderson spoke on "Nongraded Schools and the Culturally Deprived Child." On April 13, he spoke on "Organized Strategies" at the annual conference of the California Elementary School Administrators Association in San Francisco.

C. E. Beeby, Research Associate in the Center for Studies in Education and Development, was sent to Libya in February as a Senior Consultant to the Managing Director of the

United Nations Special Fund. His mission was to advise on the Fund's educational and training projects there.

Maurice L. Belanger, Assistant Professor of Education, gave an address on Jan. 13 to the elementary school teachers of Arlington, Mass. on "The Evolution and Present Status of Elementary School Science." "A Case Study in Clinical Supervision" was the topic of a seminar led by Professor Belanger for the secondary school principals and department heads of the Arlington School System. On Feb. 10-12, in Chicago, Ill., Dr. Belanger was a seminar participant at an Invitational Conference on Interaction Analysis. This summer he will be a science specialist in the Harvard-Boston Summer Program.

Elba O. Carrier, Lecturer on Education and Acting Coordinator of the Nigerian Project, will visit the Nigerian Comprehensive Secondary School in Aiyetoro, April 9-29 on an inspection tour. Dr. Carrier spoke at the National Science Teaching Association conference on "Concept Formation in Children," in New York in March.

John B. Carroll, Roy Edward Larsen Professor of Educational Psychology, attended the International Conference on Modern Foreign Language Teaching in Berlin, Germany from Aug. 30-Sept. 5, where he read a paper on research in foreign language teaching. Dr. Carroll was in New York on February 1-2 speaking on a proposal for international tests of proficiency in French as a second language. Dr. Carroll spent January 6-8 at the United States Office of Education (USOE) helping to evaluate proposals for reading institutes under the new provisions of the National Defense Education Act. He serves as Chairman of the English and Humanities Panel in the Cooperative Research Branch, USOE, and a member of the Automatic Language Processing Advisory Committee of the National Academy of Sciences.

In the field of research, Dr. Carroll is conducting a nationwide survey of foreign language proficiency for college seniors majoring in English, Spanish, French, German, Italian and Russian. He has nearly finished an evaluation of Peace Corps language training in Spanish and Portuguese. His summer plans are to teach courses in the psychology of language at the Linguistic Institute at the University of Michigan.

Carl Cohen, Visiting Lecturer on Education, spoke at a B'nai B'rith meeting at Boston University on "The Rise of Anti-Semitism." Mr. Cohen is presently at work writing a volume on the relation of the Protestant Reformation to the Jews.

Dana M. Cotton, Director of Placement, was part of a panel speaking on "Why Superintendents Get Fired," at the American Association of School Administrators convention held in February in Atlantic City. At the same convention, **Vincent F. Conroy,** Director of Field Services, Center for Research and Development participated in a panel discussion, "The Schools and Urban Renewal—A Case Study of New Haven, Conn."

Carl J. Dolce, Lecturer on Education and Research Associate in the Center for Field Studies, was one of several faculty members and alumni attending the American Association of School Administrators (AASA) Conference in Atlantic City from February 13-16. During the conference, Dr. Dolce attended a meeting of the Simulation Study Committee, University Council for Educational Administration (UCEA). He is a member of the Abstracting Committee and Abstracting for Editorial Committee of the UCEA.

Allan B. Ellis, Assistant Professor of Education, has been appointed New England Membership Chairman of the American Educational Research Assn. In February he delivered a paper at the AERA meeting in Chicago on "Regional Data Banks." He is currently at work with Professor **John B. Carroll,** studying the development of an educational data bank for the New England region under a contract with the U.S. Office of Education.

W. Eugene Ferguson, Lecturer on Education and head of the Mathematics Department, Newton Public Schools, has been appointed to the Panel on Supplementary Publication of the School Mathematics Study Group for a three-year term. This summer, Dr. Ferguson will teach mathematics to teachers in India, working under the Agency for International Development.

George M. Fredrickson, Instructor in History and Education, attended the American Historical Association conference in Washington, D.C. from December 27-30. This summer he will do research and travel in the South working on Southern intellectual history from 1880-1960.

Neal Gross, Professor of Education and Sociology, spoke on "The Professional Leadership of School Principals," in Cambridge to Phi Lambda Theta on Dec. 12. On Jan. 8, for the administrative staff of the Detroit (Mich.) School System he spoke on "School Adminis-

tration and Educational Leadership." At the American Educational Research Assn. annual meeting in Chicago on Feb. 20, Dr. Gross and Dr. Robert E. Herriott presented two papers on "The Professional Leadership of Elementary School Principals: The Findings of the National Principalship Study," and "The Measurement of the Behavior of Educational Administrators: A Model for the Evaluation of the Reports of their Subordinates." Professor Gross has been elected to the American Sociological Association's Section on Social Psychology. He is a member of the National Advisory Board, Center for the Advanced Study of Educational Administration, University of Oregon, and the Academic Advisory Board, Graduate School of Education, Yeshiva University.

John Herzog, Executive Director, Center for Research and Development, attended the American Educational Research Association's annual meeting in Chicago in February. Prior to the conference, Mr. Herzog met with U.S. Office of Education officials and the executive directors of the other Research and Development Centers recently established by the USOE.

Herold C. Hunt, Charles William Eliot Professor of Education, together with **Carl J. Dolce,** has recently completed a study of the organizational structure of the Hyde Park (N.Y.) Central School District No. 1. During the winter he acted as consultant in the selection of a new superintendent of schools for the Reading (Mass.) School Committee. Dr. Hunt was a panel member at the American Association of School Administrators convention. The topic for discussion was "Making the Will of the People Effective in Determining Educational Policy in the Large School District."

Jean-Claude Martin, Assistant Professor of French and Education, represented Harvard University at the Northeast Conference on Modern Foreign Languages April 9-10 in New York City. In May Dr. Martin will be chairman of a conference on "The Preparation and Teaching of Foreign Language Teachers." During the summer Dr. Martin will serve as chairman of the language program of the Harvard-Newton Summer Program.

Esther E. Matthews, Lecturer on Education, participated in the winter board meeting of the Massachusetts Federation of Business and Professional Women's Club held in January. She spoke on the "Role of the Counselor in Students' Occupational Choice." Dr. Matthews and Jeanette Friend have received a grant from the College Entrance Examination Board, administered by the New England School Developmental Council (NESDEC) to support the continuation of their research project, "Exploratory Study of Occupational Identity Formation in Girls and Women." This summer, Dr. Matthews will be a staff member of a Counseling and Guidance Training Institute for Advanced Students at Columbia University Teachers College. She will teach a course on "Occupational Analysis and Career Development in Girls."

Roderick F. McPhee, Assistant Professor of Education, served as chairman of a discussion group, "Breakthroughs in Preparing Superintendents of Schools," at the American Association of School Administrators convention held last month. Dr. McPhee has been appointed to the evaluation committee of the Research and Development Center for Learning and Re-education at the University of Wisconsin. This summer he will direct the Advanced Administrative Institute program at Harvard.

Peter F. Neumeyer, Assistant Professor of Education and tutor in the Department of English, spoke at Cushing Academy on January 18, on "Unity in the Curriculum: The Outlook for English." This summer, Dr. Neumeyer will participate in the Harvard-Newton Summer Program.

Fred M. Newmann, Assistant Professor of Education, addressed a Social Studies Curriculum Conference at the Cranbrook School, Bloomfield Hills, Mich. on "The Analysis of Public Controversy: New Focus for Social Studies," in February.

F. James Rutherford, Assistant Professor of Education and Research Associate in Education, was a consultant at a Symposium on Developing Science Curriculum in the Brookline Public Schools, on Feb. 6 at Brookline, Mass. Dr. Rutherford will conduct a writing conference and briefing session for teachers as part of Harvard's Project Physics summer program.

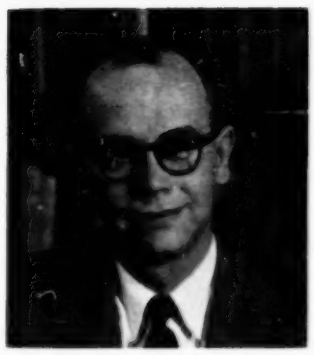
Rose E. Sabaroff, Lecturer on Education and Assistant Director of Elementary School Internship and Apprentice Teaching, was a panelist at the Association of Childhood Education International conference held April 20 in New York. The topic for discussion is "How Children May be Helped to Relate to their World Environment." The following week at the Rhode Island College Reading Conference she spoke on "Improvement of Reading Skills in the Content Areas." Dr. Sabaroff is conducting two experiments at the Franklin School in Lexington (Mass.), one in beginning reading, the other in teaching poetry at the early grades. This summer she will be on the staff of the Harvard-Newton Summer Program.

Israel Scheffler, Victor S. Thomas Professor of Education and Philosophy, gave the Marshall Woods Lecture at Brown University on

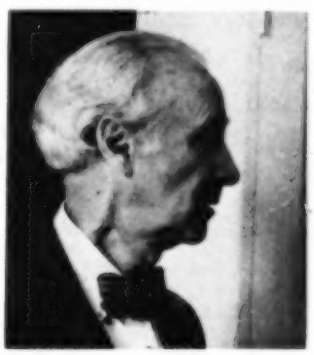
Nov. 4. The following month he spoke to the Philosophy Clubs of both Brown University and Brandeis University. This summer Dr. Scheffler will continue his work as chairman of the Committee on the Graduate Study of Education. Next year, under a grant from the National Science Foundation, he will work on a study of grounds of objectivity in science.

Edleff H. Schwaab, Lecturer on Education, spoke on "School Psychology: Problems and Promises in an Emerging Profession," at a one-day institute on school psychology held at Miami, Florida on Dec. 28. At the annual meeting of the American Orthopsychiatric Association in New York, held March 17-20, he delivered two papers, "Trends among the diversity of psychological practice in schools," and "The impact of affluence on self-perception of adolescent boys in treatment." Dr. Schwaab has been invited by the Child Welfare League of America to hold a three-day seminar on "Assumptions underlying the psychological testing of disturbed children," at the annual meeting to be held in Boston, April 29-May 1.

Theodore R. Sizer, Dean of HGSE, addressed the Radcliffe Club of Baltimore, Md. on Feb. 8, speaking on "Some Problems in Education —and the Universities' Responsibilities." On March 4, he spoke about "The Schools and the City: Some Problems and Proposals," to the Radcliffe Club of Hartford, Conn. On March 5-6, Dean Sizer attended a conference in Washington on "The Returned Peace Corps Volunteer: Citizen in a Time of Change." "Educational Research and Development" is the subject of a lecture he gave March 23, as part of an in-service course on Education in Disadvantaged Urban Areas, sponsored by the Boston School Committee. Dean Sizer is a member of the board of Educational Services Incorporated.



David V. Tiedeman, Professor of Education, attended a meeting in January of the Committee on Research and Development of the College Entrance Examination Board of which he is a member. Dr. Tiedeman is a part of a 19-member task group that met in Washington, D.C. in February, to plan, conduct and report on an Invitational Conference on "Government-University Relations in the Professional Preparation and Employment of Counselors," to be held June 2-3. He also serves on a 5-man executive committee that meets once a month to administer, plan and report on the conference.



Robert Ulich, James Bryant Conant Professor of Education, EMERITUS, will deliver the Inglis Lecture on April 29, at Longfellow Hall. He will speak on "Religion and the Public School."

Faculty Publications

Carrier, Elba O., HUMPHREY DAVY AND CHEMICAL DISCOVERY, Franklin Watts, N.Y., 1965.

Carroll, John B., "How to Make Your Language Laboratory Do What it Should," NATION'S SCHOOLS, May 1964.

Ferguson, W. Eugene, "Current Reforms in the Mathematics Curricula—A Passing Phase or Progress?" THE MATHEMATICS TEACHER, Vol. 47, No. 3, March, 1964, pp. 143-148.

Fredrickson, George M., Review of PATRIOTIC GORE in MISSISSIPPI QUARTERLY, XVII, Winter 1963-64, pp. 52-54.

Hunt, Herold C., THE SCHOOL PERSONNEL ADMINISTRATOR, with R. Oliver Gibson, Houghton Mifflin Co., Boston, 1965.

Jones, Kenneth L., "Occupational Preference and Social Orientation," PERSONNEL AND GUIDANCE JOURNAL, February, 1965.

Review of "Factor Analysis as a Statistical Method," by D.N. Lawley and A.E. Maxwell, HARVARD EDUCATIONAL REVIEW, Vol. 34, 1964, pp. 600-601.

THE MULTIVARIATE STATISTICAL ANALYZER, Harvard Cooperative Society, 1964.

"Interest, Motivation, and Achievement in Science," JOURNAL OF EXPERIMENTAL EDUCATION, Vol. 33, 1964, pp. 41-53.

Matthews, Esther, "Attitudes Toward Career and Marriage and the Development of Life Style in Young Women," with **David V. Tiedeman,** in JOURNAL OF COUNSELING PSYCHOLOGY, Winter, 1964.

Mosher, Ralph L. (ed.), GUIDANCE: AN EXAMINATION with Richard F. Carle, Ed.D. '60, and Chris D. Kehas, Ed.D. '64, Harcourt, Brace & World, 1965.

McPhee, Roderick F., THE ORGANIZATION AND CONTROL OF AMERICAN SCHOOLS, with Roald F. Campbell and Luvern L. Cunningham, Charles E. Merrill Books, Inc., 1965.

Neumeyer, Peter F., "Snakes in the Classroom," THE GRADE TEACHER, Vol. 82, No. 7, March, 1965, p. 41, pp. 118-119.

"Moment" and "At the Ocean" (poems), in NEW MEXICO QUARTERLY, Spring, 1964.

Prentice, Norman M., "Individual Achievement Testing of Children with Learning Problems: A Clinical Guide," JOURNAL OF PROJECTIVE TECHNIQUES & PERSONALITY ASSESSMENT, Vol. 28, 1964, pp. 448-464.

Price, Don K., "The Established Dissenters," DAEDALUS, Vol. 94, No. 1, Winter, 1965, pp. 84-116.

(Continued on inside back cover)

alumni notes

Alumni Gather at AASA

HGSE was well represented at the convention of the American Association of School Administrators (AASA), held in Atlantic City, N.J., Feb. 13-17. **Medill Bair,** ged '43-46, Superintendent of the Carmel (Calif.) Unified School District, served on a panel that discussed "Nationalizing Influences on Secondary Education." **Robert B. Binswanger,** Ed.M. '57, Ed.D. '64, Executive Director of the PACE Association, Cleveland, Ohio, was the speaker on the topic, "School Board Elections: Appropriate Roles for Administrators, Teachers, and Professional Associations." **John B. Davis,** Ed.M. '49, Ed.D. '62, Superintendent of Schools, Worcester, Mass., was a member of a panel group on "Reforging the Ties Between Schools and Social Welfare Organizations." **E. K. Fretwell, Jr.,** M.A.T. '48, Dean for Academic Development, The City University of New York, and **E. Alden Dunham,** M.A.T. '58, Director of Admissions, Princeton University, were respectively moderator and speaker at a meeting on "Can We Keep College Doors Open?" **Henry S. Dyer,** Ed.M. '38, Ed.D. '41, Vice-President, Educational Testing Service, Princeton, N.J., was a part of the panel group discussing "The Prediction of Academic Growth—A Research Report."

A Harvard dinner was held Feb. 15 for some 300 alumni and faculty members. Dean Theodore R. Sizer was the speaker. Head table guests also included Dr. Davis, chairman of the HGSEA Executive Council, who presided; **Virginia F. Lewis,** Ed.D. '60, vice-chairman; **Isidore Bogen,** Ed.D. '56, **John J. O'Neill,** Ed.D. '60, and **Harold C. Haizlip,** C.A.S. '59, Council members; Henry H. Hill, President emeritus, George Peabody College for Teachers and a member of the HGSE Visiting Committee; and Paul A. Perry, Director of Alumni Relations.

Garland E. Allen, M.A.T. '58, a Teaching Fellow in the History of Science and Member of the Board of Freshman Advisors at Harvard, has just published a textbook, **MATTER, ENERGY AND LIFE,** with Jeffry J. W. Baker, as part of the Principles of Biology Series of Addison-Wesley Publishing Company, Inc.

Helen Armstrong, M.A.T. '61, and her husband James were two of thirty-nine Peace Corps volunteers who left for Nairobi, Kenya, East Africa, on January 1. She will teach English and biology in the secondary schools, working closely with volunteers beginning a rural community development project.

No stranger to Kenya, Mrs. Armstrong worked as an English Language Technician under the Agency for International Development from August, 1961, to August, 1963. In 1963-1964 she was a research assistant doing language research at HGSE.

Thomas E. Benner, Ed.M. '23, Ed.D. '24, has recently published a book, FIVE YEARS OF FOUNDATION BUILDING: THE UNIVERSITY OF PUERTO RICO, 1924-1929. Mr. Benner, who is a professor emeritus at the University of Illinois, was chancellor of the University of Puerto Rico during the period covered by his book.

Ray F. Bentley, M.A.T. '53, formerly with the school department of the Macmillan Company in New York, began a new position March 15 as an English editor in the school department of Houghton Mifflin in Boston.

A. Donn Kesselheim, A.C.P. '64, Principal of New Trier Township High School, Winnetka, Ill., spent the weekend of October 25-27 in McComb, Mississippi. **Lawrence Minear,** M.A.T. '63, a social studies teacher, and four other members of the teaching staff went with him. McComb, which had been the site of recent church and home bombings, inspired their trip. Traveling 800 miles, their objective was to guard the buildings used by the civil rights workers in their drive to help Negroes in the area register to vote.. Mr. Minear also spent last summer in the South as a reporter covering civil rights developments.

Donald A. Klemer, M.A.T. '52, Ed.D. '59, will become superintendent of schools in Hastings-on-Hudson, N. Y., this summer. Dr. Klemer has served for the past three years as principal of the Darien (Conn.) Junior High Schools. Former superintendent-principal of

the Stockbridge (Mass.) Public Schools, Dr. Klemer was also assistant superintendent of the Narragansett (Mass.) Regional School District. He has taught English at Northeastern University and at the Punahou School in Honolulu, Hawaii. His recent publications include "Salesmanship Seminar for Classroom Libraries," SCHOOL PAPERBACK JOURNAL, December, 1964, and with David Sohn, "How to Put Programed Instruction in Its Place," SCHOOL MANAGEMENT MAGAZINE, September, 1964.

Robert C. Marsh, Ed.D. '51, music critic of the Chicago SUN-TIMES, has recently been selected as recipient of a Ford Foundation grant to undertake an investigation of operatic productions in the U.S. He will begin with studies of the San Francisco Spring Opera and then travel to all operatic summer groups. During the autumn and winter he will visit all major American opera companies. His reports on all aspects of the American opera will be featured in his "Critic at Large" columns of the SUN-TIMES. Dr. Marsh, previously a Sage Fellow at Cornell University, is a fellow of the International Institute of Arts and Letters, a Swiss society. Prior to joining the SUN-TIMES he was a member of the faculty of the University of Chicago.

Philip E. McCurdy, M.A.T. '57, is consultant in biology to the Ministry of Education in Western Nigeria at the Comprehensive High School in Aiyetoro, Nigeria, as part of HGSE Nigerian Project. Mr. McCurdy was formerly head of the science department at the Rockland Country Day School in Congers, N.Y.

Fred W. Miller, Ed.M. '27, Superintendent of Schools in Holliston, Mass., will retire this June after 41 years of service to the community. A testimonial banquet of alumni and friends is planned to honor Mr. Miller on May 22 at Holliston High School.

Herbert Moore, Ed.M. '58, has resigned as headmaster of the Tilton School in Tilton, N.H., to become headmaster of the Holland Hall School in Tulsa, Okla., July 1. Holland Hall is a coeducational day school which enrolls about 1,000 pupils in kindergarten through grade 12.

James W. Norman, M.A. '12, Dean Emeritus of the College of Education of the University of Florida, was recently cited when the College named Norman Hall in his honor. Dr. Norman, retired since 1955, has spent his time constructing furniture of all shapes and sizes. His skilled hands have made over 250 different pieces ranging from grandfather clocks and a secretary-bookcase to salad bowls and gavels.

Tai Wi Park, M.A.T. '62, former teacher at the Sogang College in Seoul, Korea, is now assistant export manager at the Samho Trading Co., Ltd., in Seoul. Still interested in education, he teaches a course at Yonsei University.

Mary A. Procopio, Ed.M. '42, Ed.D. '54, spoke to the Sanborn (Mass.) School P.T.A. Feb. 3 on "Your Child and Reading." Dr. Procopio is a professor of education at Salem (Mass.) State College. For the last three summers she was a language arts specialist for the Harvard-Lexington Summer Program.

Felix C. Robb, Ed.D. '52, President of the George Peabody College for Teachers in Nashville, Tenn., delivered the Convocation Address, "Education Today for an Uncertain Tomorrow," on March 15, at Boston University's Annual Founders Day.

Julian Roberts, Ed.D. '57, conducted a workshop conference for high school teachers of English Jan. 28 at Summit (N.J.) High School. He reviewed techniques of teaching and evaluating composition, and the teaching of composition in developmental sequence from grade to grade. Dr. Roberts, who is Professor of Education at Yeshiva University's Graduate School of Education, has set up institutes for high school teachers of English in speech, advanced composition and the mass media under grants from the New York State Education Department. He is also currently planning seminars to evaluate these programs.

Dr. Roberts was formerly Dean of Men and Studies and Director of the Extension Program at Lowell (Mass.) State College. He was also a teaching fellow at HGSE.

Eric A. Sahlberg, Ed.D. '62, will become superintendent of School District 57 in Mt. Prospect, Illinois, effective July 1. Former Superintendent of Schools in Canton, Conn., he has also held administrative and teaching positions in Maine and Massachusetts.

Robert Schweiker, Ed.M. '49, Ed.D. '54, is an evaluation technician at Kabul University, Kabul, Afghanistan, working for the Agency for International Development, sponsored by Columbia University Teachers College. Mr. Schweiker writes that "he is the testing department on all levels . . . the psychology department . . . and the only double representative on the Central Research Committee of Kabul University." He hopes to find a teaching spot in the rural northeast on his return this fall.

Rt. Rev. Cornelius T. H. Sherlock, Ed.M. '46, has been appointed the new Vicar General for the Boston Archdiocese. He leaves his post as Superintendent of Schools of the Archdiocese to take up his new duties.

Willard B. Spaulding, Ed.D. '42, has just been named Director of the Coordinating Council for Higher Education in California. The CCHE is an advisory body to the Governor, Legislature and governing boards of the University of California, the California state colleges, and public junior colleges. It deals with matters of finance, program development and new campuses. Dr. Spaulding has been Associate Director of the Council since 1963.

Ellsworth Tomkins, Ed.M. '42, was named Doctor of Letters by Princeton University. Dr. Tomkins is executive secretary of the National Association of Secondary School Principals.

Walter I. Trattner, M.A.T. '59, a member of the history department at Northern Illinois University since September 1963, has become an assistant professor. He is also a member of the University's Advisory Council on Teacher Education. Prior to joining the faculty at Northern Illinois University, Dr. Trattner was a teaching assistant and research assistant at the University of Wisconsin, where he received his M.S. (1961) and Ph.D. (1964) in history.

James F. Waller, Ed.M. '32, former principal of Westtown (Pa.) School, was awarded the honorary degree of Doctor of Laws by Haverford College last summer.

Charles M. Weller, Ed.M. '60, has been appointed visiting assistant professor of secondary and continuing education for the academic year 1964-65 at the University of Illinois. Mr. Weller, who received the B.S. degree from the State University of New York in 1952, is former assistant director of the Academic Year Institute at HGSE.

Robert Wells, C.A.S. '59, currently Superintendent of Schools in Farmington, Maine, will become superintendent of the Reading (Mass.) school system this summer. Dr. Wells is currently president of the Maine Superintendents' Association. He has been chairman of the Commissioner's Advisory Committee on Secondary School Accreditation and is a visiting lecturer at the University of Maine.

We deeply regret to announce the death of **Carl J. Freudenreich,** ged '50-54, on February 23, of a heart attack. Mr. Freudenreich, a resident of Delmar, N.Y., was Director, Division of Teacher Education and Certification for the New York State Education Department. At the time of his death, he was on special leave working towards his Ed.D. in administration at HGSE. Mr. Freudenreich studied at the School from 1950-54. Earlier, he was a teacher at Bethlehem Central High School in Delmar. He received his B.A. from Cornell University in 1935 and his M.A. in 1946 from the University of Texas.

Faculty Publications

(Continued from page 26)

Roe, Anne, "The Psychology of Scientists," a chapter in THE MANAGEMENT OF SCIENTISTS, Karl Hill (ed.), Beacon Press, Boston, 1964, pp. 49-71.

"Factors Influencing Occupational Decisions: a Pilot Study," with Rhoda Baruch, Harvard Studies in Career Development, No. 32, CENTER FOR RESEARCH IN CAREER, Graduate School of Education, Harvard University, July, 1964.

"Implications for Career Selections and Social Adaptation," a chapter in APPRAISAL AND DEVELOPMENT OF JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS, Guidelines for Research, Flint Community Junior College, Flint, Michigan, 1964, pp. 89-92.

"Man's Forgotten Weapon," a chapter in HUMAN VALUES AND ABNORMAL BEHAVIOR, Walter D. Nunokawa (ed.), Scott, Foresman & Co., Chicago, 1965.

THE ORIGIN OF INTERESTS, with Marvin Siegelman, APGA Inquiry Studies, No. 1, American Personnel and Guidance Assn., Washington, D.C., 1964.

Rutherford, F. James, "The Role of Inquiry in Science Teaching," JOURNAL OF RESEARCH IN SCIENCE TEACHING, Vol. 2, 1964, pp. 80-84.

Tiedeman, David V., Comment on "Change in Personality Test Scores during College," by Lawrence H. Stewart, JOURNAL OF COUNSELING PSYCHOLOGY, 1964, 11, pp. 219-220.

"A Potpourri of Talent and Schools," reviewed in the JOURNAL OF CONTEMPORARY PSYCHOLOGY, Vol. IX, No. 8, August, 1964.

Ulich, Robert, EDUCATION AND THE IDEA OF MANKIND, Editor and contributor, Harcourt, Brace and World, New York, 1964.

Weeks, Sheldon G., "The Dilemma of Education for Agriculture," THE JOURNAL OF EDUCATION OF NEW AFRICA, Vol. 1, No. 9, April, 1964.

"Educating the Elite," EAST AFRICA JOURNAL, April 1964.

Widder, David V., "Functions of three variables which satisfy both the heat equation and Laplace's equation in two variables," JOURNAL AUSTRALIAN MATH. SOC., v. 3 (1963), pp. 396-407.

"The inversion of a transform related to the Laplace Transform and to heat conduction," JOURNAL AUSTRALIAN MATH. SOC., v. 4 (1964), pp. 1-14.

Have You Joined Us Yet?

By April 6, 760 of our alumni had given a total of $14,909.50 to the 1964-65 HGSEA Annual Fund. These contributions are a real help to the School. You may designate your gift either for unrestricted or scholarship use.

We hope to raise $25,000 by June 30. Will you help? Please use the envelope inside this issue.

HGSEA Datebook

Thursday, April 22

HGSEA Regional Dinner Meeting, Washington, D.C., Occidental Restaurant
Speakers:
Robert H. Anderson, Professor of Education
Edward G. Kaelber, Associate Dean

Thursday, May 13

HGSEA New York Dinner Meeting, Harvard Club of New York City
Speakers:
Harold C. Martin, Lecturer on Comparative Literature
Theodore R. Sizer, Dean

Thursday, April 29

The Inglis Lecture, 8 p.m., Longfellow 100
Robert Ulich, James Bryant Conant Professor of Education, Emeritus
"Religion and the Public School"

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION
Longfellow Hall / Appian Way
Cambridge, Massachusetts 02138

Mr. David S. Seeley, Asst. to Comm.
Office of Education - HEW
400 Maryland Ave.
Washington D. C.
ACP 61-63

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